

EDUCATIONAL ENVIRONMENT IN INDIA

—A MULTIDIMENSIONAL STUDY



R. B. RAO

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IN INDIA**

(A Multidimensional Study)

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CHUGH PUBLICATIONS
ALLAHABAD—INDIA

Published by :

Chugh Publications
2, Strachey Road
Civil Lines, Allahabad (India)
Telephone : 3012

First Edition : 1989

ISBN 81-85076-69-3

© Author

Access 15371

Printed at :

Prasad Mudranalaya
7, Beli Avenue, Allahabad.

To

My Father

*whose honesty, sincerity and hardwork
has always been a source of
inspiration to me.*

Preface

Whatever the achievements in various sphere of life that human being attained is due to the education, of which teacher is the backbone. That is why, teacher occupies a pivotal position in the field of education and society since the very dawn of civilization. Therefore, gradually in order to reform the society and the nation as a whole, it was thought to focuss the special attention about the patternization of teacher personality so that they may innovate the social structure in right direction.

Keeping this point in mind, this book is specifically meant for teacher educators as the same is based on the report of interdisciplinary intensive research work carried out with respect to certain direly needed personality variables such as values, adjustment and attitude of pupil-teachers at various levels of socio-economic status of Avadh University, Faizabad, U.P. (India). As a matter of fact, this book contains the results of disciplinary interpretations of inter-relationship specially to understand the dynamics of desired teacher's personality traits alongwith the educational environments. Therefore, this book provides a definite vision to the teacher educators to know precisely the desired qualities of the teachers in order to pave their way for their functioning in the field of teacher education in right direction.

The present work is an outcome of the individual attempts of the author and numerous guidance and suggestions of many others. Their guidance and help really made it possible that this work could take this shape. I shall be failing in my duty if I do not acknowledge the immense help extended by various persons to accomplish this arduous task.

I do not know how to express my profound gratitude and immense indebtedness to my rewarded Guru Dr. S. K. Pal, former Professor and Head of the Department of Education, Allahabad University, Allahabad; Dr. V. S. Mishra, Professor and Head of the Department of Education, Gorakhpur University, Gorakhpur and Dr. B. K. Sharma, Reader of the Department of Education, Gorakhpur University, Gorakhpur whose encouragements; guidance and invaluable help in ways without number have enabled me to accomplish the work.

I am under deep debt of late Dr. Prabhakar Singh, our former principal who initiated, inspired and provided me every possible facility to carry out this study. Sri R. D. Singh, our present principal and my colleagues Dr. G. C. Shukla, Dr. H. B. Singh, Dr. R. V. Sharma and Dr. B. P. Chaurasia deserve high words of appreciation for their enthusiasm, sympathy and continuous encouragements. Their help and support can't be delimited in few words of formality.

The author wishes to express his deep sense of gratitude and personal indebtedness to his respected father Sri S. P. Rao whose encouragements, persuasion and inspiration are responsible for the successful completion of this work. It is my sacred duty to extend my special appreciation to my family members who have been a great source of help and inspiration to me.

The author gratefully acknowledges his indebtedness to the principals, teachers and pupil-teachers of all the ten colleges under study of Avadh University, Faizabad who have been of great help and assistance to me in connection with the present study.

I am also thankful to all the authors from whose works I have quoted in the book and to whom references are made in the Bibliography.

In addition, I owe a debt of gratitude to Sri K. D. Yadav, the Librarian of our college for taking pains in typing the work.

In the end I am very much thankful and indebted to all of them who have helped me in any way in completing the work.

It is hoped that this book will be of benefit to teacher-educators, research-scholars, educational planners and to all those interested in the qualitative improvement of teacher-education.

Kalakankar

R. B. Rao

15 March 1989

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Introduction

Education holds the golden key to human progress and the teacher is the central figure in the process of education. Education plays an important role in bringing about social change. In order to have the desired social change, a suitable system of education is required but the success of any educational system depends on the teacher. The teacher is considered to be the pivot of any educational system. If he is efficient and conscientious we can be confident about our nation's future. But if he is half hearted in his job he can not deliver the good expected of him. The quality or effectiveness of a teacher is considered to be associated with his attitude towards his profession, his satisfaction with his values and adjustment in the job and professional interest.

Education is fundamentally the influence which the teacher, a more mature and experienced personality, exerts on his students, the immature and growing personalities entrusted to his care. In these days of increasing institutional regimentation of education bigger and better school building, elaborate equipment like electronic computers and teaching machines, scientific methods and

new media and impressive curricula have become necessary to re-emphasize the human aspect in pedagogy. The Education Commission (1964-66)¹ stated :

“of all the different factors which influence the quality of education and its contribution to national development, the quality, competence, character and adjustment of teachers are undoubtedly the most significant.”

To-day everywhere there is rapid expansion of education. But the education has not achieved the qualitative development. Successful achievement of such development is possible or can be made possible only by efficient teachers. Because the teacher is ultimately responsible for deciding his own class-room objective and for the attainment of these learning outcomes. Mul (1953), Branelwein (1955) and Fitzpatric (1960) also felt that the teacher has the final responsibility of determining the educational objectives and selecting the proper procedure to achieve the desired learning outcomes.

The role of education as most important factor in the development of nation is universally accepted. Any country, therefore, needs to accord a high priority to its educational development and ensure its quality to produce the right kind of personnel she needs. Education in developing countries like India assumes a far greater importance. However the quality of education as we know, largely depends upon the quality of teachers. It is being increasingly realized that the existing education and training of teacher leaves much to be desired. This, in turn, is linked with the quality and competence of teacher educators who are engaged in the preparation of school teachers. The Education Commission has, therefore, rightly stressed the need and importance of the quality of teacher educators. The qualities of a teacher educator includes his personality, his knowledge and understanding and his own training required to teach his student effectively. The importance of personality adjustment, attitude of teachers and their values play a vital role in making a good

and effective teacher and there are the basic characteristics of a teacher educator which should be the first requirement for his job and this has not yet been fully recognized and therefore no attempt has so far been made to empirically study these values and variables of teacher educators.

The purpose of education is defined by Umar² as follows :

“The purpose of education is to change people. For various reasons we want people, especially young people to turn out differently from the way they would if left to their own devices for their own benefit as well as for ours and for society, we want them to change the way they think, act and feel, in short, to change their behaviour. We want them to behave more knowledgeably, more skil fully, more confidently, more sympathetically, more rationally, more independently and so on. We, therefore, the design of curricula, that we expect will encourage personal growth in our students and bring about the desired changes.”

The Education Commission (1964-66) has emphasised that education is the one and the only instrument that can be used to bring about a change towards the social and economic betterment of India. Such a process of education focuses around teaching-learning in the classrooms. Mitra (1972) has rightly said :

“The aims, processes and evaluation of education are primarily associated with teaching and reasonably, therefore the vital problems in education cannot be solved unless we look into the problems and processes of teaching.”

“The educational process is inescapably a part of the social process. Social life among human beings necessitates some kind of education. Without education in one form or the other, the social heritage (the possession of which distinguishes man from almost every other living creature) could not be handed over from one generation to another. Thus the educational process like political, economic and moral

processes is an essential part of the whole network of social process. None of them has a separate existence. None is unaffected by others and each equally affects them all. If economic processes change they will in some way or the other affect politics, morals, art, religion and education and if there are changes in the educational process, these will have their effect upon politics, economics, morals, arts, religion and the life. The different branches of social life are inter-dependent, since the social process is a totality...."

The above address was given by Allaway³ in the year 1951. The environment of an educational institution is a part of educational system and also a part of society. If changes take place in the values of society, norms or standards, the socio-cultural environment of institution is also bound to be affected. It is therefore, necessary to understand the socio-cultural environment of educational institutions. The teacher plays a vital role to improve the environment of educational institutions. They can make the students a good citizen which is a dire need for a democratic country like India. India is a democratic country and it is needed that the students of the country should have the essential qualities of a good citizen, and an appropriate view with regard to equality, fraternity and liberty. These qualities are being developed by the teacher in their students. According to Johnson (1970)⁴ :

"The school may be viewed as an organisation that receives two types of inputs from its environment (i) students and (ii) teachers, materials, buildings money and other resources. The school uses the teachers, material and buildings to transform uneducated children into socialized self-actualizing, skilled young adults which then returns to the environment to enter the economic and occupational organization."

(A) ROLE OF TEACHERS

(i) Teacher Training Programme

Teacher occupies a central position in any programme of educational reconstruction. He has to organize and skilfully

execute conditions for learning to enable the students under his care to make the maximum utilization of their potentialities. This is not an easy job because teaching-learning process is considered to be one of the most delicate, complex, challenging and dignified of all the social processes. So the teacher is expected to skilfully manipulate the learning situation in and outside the class to enable the pupils so as to make the needed changes in their way of thinking and doing. For this very reason, the teacher-training institutions must shoulder the responsibility of giving the student-teacher all those experiences which are essential, so that they may face teaching-learning situations with courage, patience and confidence in their real world of work after the training is over. This they can do only if teacher-training institutions know the quality of teachers, which they produce for the betterment of the country. Various education commissions, committees and lengthy conferences have pointed out the loop holes in them and have suggested improved measures. But those suggestions have not been implemented. So far as it has been indicated by the Education Commission (1966).¹

“The quality of training institutions remains, with a few exceptions, either mediocre or poor, competent staff are not attracted, vitality and realism are lacking in the curriculum and programme of work which continues to be largely traditional, and set patterns and rigid techniques are followed in practice teaching, with a total disregard for the present day needs and objectives.”

Various other commissions like the University Education Commission (1949), the Secondary Education Commission (1953), the International team on teachers and curricula in secondary schools (1954) and conferences have pointed out the defects and have made suggestions for improvement of different aspects of teacher education. But still the present situation in pupil-teacher training programme is highly disappointing. This can be done only when we develop the qualitative characteristics of our pupil

teachers and use the modern techniques of imparting training to them.

(ii) How Does One Educate Them

The real process in which the education in a teacher-training college is planned and conducted, one faces two distinct streams of guiding thoughts. The one has a very close adherence to and following the pedagogical practices and the other leans heavily on the psychology of the teacher, the personality development, values and adjustment of the would-be teacher. The Herbertian principles have over the centuries, been the fountain of inspiration for both the teacher-educators and the pupil-teachers. The student-teacher is guided in developing in him certain skills which should predominantly be practiced in the class-room. He exposes certain knowledge content in the basic subjects and is believed to have been helping children develop their knowledge in respective fields. His experience in following the pedagogical principles has reference mainly to the field of knowledge. The practices in society outside might be at variance, children's apathy to grasp the matter which the teacher intends them to grasp, need not be, it appears, a consideration to have a fresh look at the training college techniques. The benefit does not go beyond the cognitive field. Hardly affecting a psychometric domain gets the place in the teaching-learning process in the classroom. Methodology of teaching subjects is quite prescriptive rather than exploratory. The children, at best, can be expected to develop as the normative, ideal type. Activities around practice of different nature are managed well in an authoritarian domain. In such a situation teacher's personality, his values and adjustment plays a vital role in teaching-learning process. A student can not dare say about the teacher because he obeys the laws of the teacher and the classroom environment and other activities are highly dominated by the teacher. Due to this, it is necessary to throw some light on the teachers' (would be teachers) personality, their values and adjustment.

(iii) Understanding

The role of the teacher and education in reconstruction of society needs no fresh emphasis. The trio, i. e. the teacher, the educational system and the society have seldom come to terms about respective deals both independent and mutual. Nowhere, have the expectations been of a deeper and wider nature than in the case of educator. Again, nowhere, have they been so little explicit and undefined as in the case of teachers. Quite unconsciously, the educators are made to bear the sceptre of responsibility : whether their beliefs and capabilities are commensurate with the nature and breadth of the task they are to execute, remain undermined.

A fresh teacher trainee remarked ;

“I have never been conscious of having a personal philosophy. I am aware now that a teacher has to have a philosophy of his own”. The teacher education courses are run in every society. That the teacher has consciously accepted his task of teaching in good and earnest faith is itself the first requirement.

A teacher is supposed to deal with explanation and exposition of the matter and the ideas. His job is to theorise, speculate, moralize and discover the most ‘general’ as well as the ‘unique’ causes and principles. He is conscious of the principles of human action and conduct. He elucidates the nature of reality, elucidates values, clarifies meaning and depends largely on language and thought.

B. ATTRIBUTES ESSENTIAL TO A TEACHER

The teacher occupies a pivotal position in education. Without his active help and effective participation no educational reform can be successfully accomplished. He must be equipped adequately before any change in and modernization of the system of education can be ushered in. Once L. K. Oad⁵ wrote :

“Every thing depends upon the teacher.”

The validity of the statement holds good even today. Now there is a demand not only for more teachers but for competent teachers at all levels. This call is related to the professional preparation of teachers. Now-a-days some educationists expect that teacher should be well educated to adjust themselves to the democratic way of life, may be that they are lacking a bit in the knowledge of the basic skills which are essential for a successful teacher. On the desirability of traits of a teacher Smith⁶ writes clearly :

“Teacher preparation must include those things which would enable prospective teachers to help children and youth assume the responsibilities to democratic citizenship, such as ability to exercise intelligent choice in the selection of persons for legislature, executive and judicial decision making. If a student is to be prepared for evolving world, then an essential attribute of effective teacher is awareness of the realities of the world.”

It is the responsibility of Teacher-Education Institutions to produce a good teacher. It is a very well known fact that a properly trained and qualified teacher is the pivot around which the entire educational system revolves. By and large the quality of education depends on the quality of teachers. Before attempting to indicate clearly the attributes essential of a teacher, one should discuss three vital factors, with which he is principally concerned in his profession viz. ‘knowledge’, ‘child’ and the ‘environment.’ A teacher is expected to possess a wide knowledge and within this a sound understanding of the subject matter, he will be called upon to teach in the class. The second requirement but equally important is that he must possess profound knowledge of the children. A good and skilled teacher is able to adjust his subject matter to the needs and interest of his students. He loves both his pupils and knowledge. An effective teacher must not only teach but also read and learn. He must be an eternal student. A lamp can never light another lamp unless it continues to burn its own flame. Learning without teaching

may be permissible, but teaching without learning is absurd and, to a degree pointless and dangerous.

A notable work in this regard has been done by Ryans.⁷ It would be worthwhile to reproduce the following lines from his book entitled, 'Characteristics of Teachers.'

"Teaching is complex and many sided, demanding a variety of human traits and abilities. These may be grouped in two major categories firstly those involving the teacher's mental abilities and skills, his understandings of psychological and educational principles and his knowledge of general and special subject matter to be taught and secondly those qualities stemming from the teacher's personality, his interest, attitudes and beliefs, his behaviour working in relationship with pupils and other individuals and the like."

A few research studies have been conducted in India to find out the attributes essential to a good teacher. An experimental study on the quality of teachers under training has been carried out by Adaval (1952) who believes that the determination and measurement of qualities and characteristics of a good teacher will lead to better selection and education of teachers. He came to a general conclusion that quality of teacher is not upto the mark at least in respect of the possession of General Knowledge, intelligence and aptitude for the profession. A good teacher should be equipped with some general qualities like normal health and physical fitness: healthy, balanced, philosophical and cultural outlook, normal general intelligence, good habits of daily life, sociability, emotional maturity and some specific qualities such as knowledge of the subject, ability to impart knowledge, understanding of and love for children, leadership and ability to communicate.

In short an effective teacher is one who can take responsibility for planning, guiding and evaluating education and his teaching successfully. He is an individual with culture and citizenship

who believes that his job is essential to the progress of the community and the nation.

(C) SCOPE OF TEACHER-EDUCATION

Education as an activity needs a 'process' to explain it, a goal to determine its achievement and a 'doer' to perform it, 'Teacher-education' therefore, should deal with the question of (i) who performs or would be educators (ii) how does one educate them (process of activity) to be teachers, (iii) what skills, knowledge and behaviour pattern should they be expected to develop. The philosophy of teacher education, therefore relates itself to the problem of pupil entrants initially but to their educative process fundamentally. The training institutions, therefore, are faced with the task of pupil selection on the one hand and arranging for the education of the future educators on the other.

(D) WHO ARE THE 'WOULD-BE' EDUCATORS

Intending to be a secondary school teacher one primarily ought to have a university degree and if he has, is therefore a product of liberal education centre. The values and habits of such liberal education are supposed to make the graduates emerge as 'subject specialist' at large. The admission and selection programmes in the training institutions put unhesitatingly a heavy premium on the record of attainment of the candidate. In the absence of a better scheme, the candidate's academic background is held as a steady ground to build-up a variety of criteria, used for selection. The university examination result by and large, is the single determinant of the academic standard obtained by the candidate. But the basic criterion of entrant selection, viz. the examination marks do not have the means to indicate if adequate knowledge of subject in the field in those aspirants who are rejected on the score of having obtained less marks. Hence a complacency reigns supreme in the heart of the authority in the training institutes who evolve for themselves a negative philosophy to debar many more than admit a few. Obviously, the cognitive ability of a type is being favoured more than anything else.

Moreover, as teachers they are the people who will perpetuate mainly the growth of cognitive skills in the future generation of pupils. Another vital aspect of detecting the desirable attitudes, that more than anything else, proves to be an asset in a teacher, is completely ignored. The philosophy of teacher education subserves to the maximum extent the limitations of measures adopted in training colleges. This state of affairs proves that a positive, forward-looking philosophy based on teacher's personality, adjustment, values in human life should be developed and their attitude towards teaching, in teacher education is still being awaited. In the absence of such positive direction we would not be able to produce more effective, efficient as well as qualitative teachers for the betterment of the country.

(E) EDUCATION OF TEACHERS

The teacher seems to be the main spring for all educational innovations in every country. Hence it is in the fitness of things that more and more research studies are focussed on the problems of teacher education in India and abroad. The teacher specially in India has always enjoyed a prominent place in the system of education and his behaviour has been watched with utmost care and caution. The present teacher education practices are now challenged and the role of the teacher in a changing society is re-assessed from the scientific view point.

The concept of a good teacher of past is no more valid in the present context of education. The teacher effectiveness and his behaviour is the new target towards which the educational experts are heading with the help of scientific tools and methods. Various individuals and institutions have under taken researches, on different aspects of teacher qualities and education in India. Adaval⁸ pointing out the position of research in education has rightly remarked that :

“Research on teacher education has not received the attention it deserves from the investigators and researchers in education. Studies in this are mainly economic, social

and personal problems of teachers, their attitudes towards teaching profession, qualities required for the success, selection and evaluation of teachers and pupil teachers and their interests”.

The Education Commission (1964-66)¹ while expressing its concern over the quality of research has indicated that :

“Educational research is still in its infancy. Its quantity is small and quality mediocre or poor”.

Buch² remarked on this subject as follows :

“The ultimate aim of teacher education is to prepare effective teachers-teachers who are capable of bringing about the desired behavioural changes in pupils under their charge, to an optimum level, in relation to the input in terms of human energy and material resources expended in the process”.

For producing right kind of teachers assumes great importance in educational system. The teacher education institutions in the country responsible for this task have been criticised vehemently by various expert committees and commissions for low qualitative and sub-standard preparation of teachers educators. Mitra¹⁰ in 1976 observed that :

“The teacher training has got into a rut in our country from which it must come out. The training given in our training colleges at the primary and secondary levels has become outmoded”.

The system of teacher education has, however, not only been weak in our country. India, but also on the other developing countries of Asia as it has been reported in the recent UNESCO publications entitled; ‘Alternative Structures and Methods in Teacher Education’ (1975) and ‘Exploring New Directions in Teacher Education’ (1976). The existing present system of teacher education in India also has remained static and rigid thus unable to cope with the new goals of the emerging Indian Society. The

professional education of teachers has been neglected so badly that in some form or the other almost all august bodies like the University Education Commission (1948-49), Secondary Education Commission (1952-53) and the Education Commission (1964-66) have pointed out its major weaknesses on very strong terms. Desai (1971)¹¹ made the following observation about the Teacher Education Institution in India.

“In teachers’ colleges even now methods of teaching are taught as contents but they are hardly practised these in with the result that the student-teachers never carry them to schools. This has been a big gulf between preaching and practising in the colleges of education generally and so new innovations do not percolate to secondary schools”.

Realizing the importance of programmes of teacher education in the country, the Government of India set up in 1973, the National Council for Teacher Education (NCTE) to advise it on matters relating to improvements in teacher education. Since then, the NCTE¹² has brought out, among its other activities, a document entitled ‘Teacher Education Curriculum—a Framework’ published in 1978 with a view to suggesting improvements in all aspects of teacher education. The document has made an important observation that “A fundamental change be effected in all aspects of Teacher Education, i. e. objectives, structures, staffing pattern, administrative machinery and control of teacher education in the country”.

1.2. Emergence of the Problem

It is abundantly clear from the above description that the mechanism of values, adjustment and teaching attitude are closely interrelated. However, there is a gap between the specific study of teacher values, adjustment and teaching attitude, which needs an investigation. It is in this context that the present study aims at finding out the inter relationship between values, adjustment and teaching attitude (in all of their areas) on the one hand and

also to find out the inter-relationship between the four groups of socio-economic status on the other.

Keeping this view in the mind, the investigator thought to study the teacher's values, adjustment and teaching attitude in relation to the socio-economic status.

Educational institutions are producing a large number of unemployed persons and they are working like factories which not only process but also shape the future citizens of a country. A nation can survive without gold but not without good and sincere citizens. Our educational institutions shape them in such a fashion as to meet various challenges which fall like stumbling blocks on the road of the progress and development of a nation. Classroom climate consists of everything which is present in the class but the most important elements of classroom climate are pupils and teachers who affect the learning experiences of the pupils. Teachers are the architect in developing those characteristics among students which are essential for the good citizenship.

The teacher is called the ring master as he tends to occupy the central position in the classroom disciplinary control of the effective teaching quite successfully. The teacher may be expected to perform a number of activities in the classroom. Present findings show that the present teachers have to play more successful and dominant role as they stress more and more on concept of an activity centred education.

1.3 Need of the Study

The pragmatic justification may be given to any piece of research on the basis of the 'Utility in practical life as the determinant of the value of an idea or an object.

Secondary and Higher Secondary Education is responsible for developing the values of democracy, leadership, scienticism, duty, health and honesty. Unless this task is performed well by

the higher secondary education, the future of the country will remain uncertain. Secondary Education Commission (1953)¹³ says :

“A democracy cannot function successfully unless all the people—not merely a particular section are trained for discharging their responsibilities properly and this involves training in leadership and discipline. The special function of the school is to train persons who will be able to assume responsibilities of leadership in the social, political, economic and cultural fields—in their own small community or locality”.

To make of the secondary and higher secondary education more effective it is necessary to investigate into the value, adjustment and teaching attitude of pupil teachers who will educate the new generation in near future. There pupil teachers are main architect of the modern and prosperous India. The values pattern, adjustment and his attitude towards teaching of pupil teachers help in discipline, in taking decisions and in many other school affairs. If a teacher possesses good values adjustment, he may be helpful in directing the students to follow the correct path. This study will also be helpful for guidance of workers and counsellors for guiding and helping new entrants in the teaching profession.

“We in India, at present moment, stand in the midst of many conflicts when old values are disappearing and new ones have not yet been properly established, when there is a clash in hearts of us all as to what we should or should not do, so that we might be able to have an assured future on the one hand and fast to the mornings of the past, on the other. It is a true that India and nations alike have their own specialities and characteristics, and just as an individual, would make himself ludicrous and worth nothing by just imitating another in outward garb, so would a nation also do if it only makes itself a copy of some other individual and nation alike

have their own contributions to make in the scheme of things, and unless we deliberately and steadfastly do that, our life, is not worth living".

In India as Sri Prakash¹⁴ observes, as stated above, the 'old' values are disappearing. The new ways of feeling, thinking, reasoning and doing, in every phase of human endeavour are emerging. The change from the old and traditional to new is taking place. Thus change is affecting the educational scenes in general and the teachers in particular to a great extent. The teacher's outlook, their philosophy, their approach towards problems, all are undergoing changes. What 'Philosophy' and what 'Value-patterns' are emerging among the teachers have been the subject of study. Besides this, following are the main points for considering this problem for the study :

1. To assess the outcome of developmental measures taken so far for the upliftment of teacher's status.
2. To know the level of attitude towards teaching, personality adjustment and changing patterns of values in relation to their socio-economic status, cultural and educational conditions as a result of measures taken for their betterment.
3. To find out and see if there is any marked relationship in attitude towards teaching, adjustment, and values in relation to their socio-economic status at various levels of the pupil teachers.
4. This piece of research work can also be very useful to the policy maker in the Government in concluding, re-framing and implementing the entire programme of teacher-training.

1.4-Definition of the Terms

The terms are defined as follows :

(A) THE TERM 'VALUE'

Value plays an important role in shaping individual behaviour in a social context. Different types of values like theoretical, social, political, aesthetic, economic etc. act as a motivating force in the behaviour of an individual. Values are considered to be organising factors within personality and especially important to moral and characters. In the words of Rescher (1969) valuing is considered with the worth, a subject attaches to a particular object, phenomena or behaviour. They have been described as ideas tied to feelings. Anything that satisfies a human need becomes thereby a value. Hence values are intangible basis of behaviour. It is basic interests or motives in the personality of an individual. Mukerjee (1964) described value as the generalized and the dominant interest.

The meaning of the value is always positive, this is the reason that the value is useful as well as has goodness which is accepted by the man and in turn gives prize to it. This goodness is probably found in the aspect of generalizations. So this generalization of the concrete good e.g. health, religion, efficiency, society, ability, culture, enjoyment etc. are the generalizations of concrete things. It is used in the different aspects of the life. The ethical behaviour, religion, education, society etc. in this field the values are found or experienced. In the field of education, curriculum, teaching methods and teachers are associated very nearly with the values.

Values occupy an important place in human behaviour as they form basic motivational forces affecting human behaviour. It is argued that people with different value, orientation tend to be attracted to different occupations, occupations providing satisfaction to their value orientations.

"A value is a conception, explicit and implicit distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means and ends of action" (Edward Spranger 1928)¹⁵.

According to Hoffding value denotes the property possessed by a thing either of conferring immediate satisfaction or serving as a means of procuring it.

In one way the values are the satisfaction of desires. The values are means of satisfying the desires and aspirations. In this satisfaction, these outlooks have the values for man. These things are, the matter, situation, ideas, idealism, objective and views which have important place in the mind of everymen.

H. Margenau (1959)¹⁶ defines 'Values' in terms of 'satisfaction of human wants'. He says: A value is the measure of 'satisfaction of human wants'. By the way Margenau says of two types of values: factual and normative. Factual values are observable in preferences, appraisals and desires of concrete people at a given time, and normative values are the ratings which people ought to give to value object. It is indicated that men work to satisfy their desires in the way which satisfy the desires of man is called the value. The meaning of this saying is that the behaviour of man is motivated by the values. In other words man acts for satisfying their wants. Interest in one way, is also the need, it is natural to fulfil it, otherwise the life did not grow up. Every man should desire for anything, the man likes, have also the value for him.

To define the values, in common approach, value refers to attitudes preferences, life styles, normative framework, symbolic universe, belief systems and network of meaning, the man gives to life. Educationists, philosophers, psychologists and sociologists have always had great difficulty in defining the term with accuracy and precision. G. E. Moore (1903) and Charles Morris (1956) accepted that this term is indefinable. But the term 'value' and its concept is so important for the understanding of behaviours that many eminent educationists, philosophers, psychologists and sociologists have attempted to define the term 'value' and explain it in several ways. Kulshrestha (1979)¹⁷

classifies all the definitions into three major heads. These are as follows :

- (i) Philosophical definitions.
- (ii) Psychological definitions.
- (iii) Sociological definitions.

The philosophical definitions cover the definitions of Edgars Brightman, George Santaya, Parker Joad, Lewis, Turner, Perry, Ducasse, Sanyal, Pepper and others. Psychological definitions cover the views of Newcomb, Murphy, Jones and Gerard, Malow, Woodruff, Geiger, Allport, Margenau, Corey, H. Falding, Henderson, Hoffding, Hindzey, Adler, Hipple and other psychologists. While sociological definitions cover the ideas of Parsons, Kluckhohn, Mukerjee, Kane, Loomis and Loomis, Cuber, Spaulding, Zaleznik and David and many others.

The investigator used the term 'value' in the sense in which Sherry and Verma¹⁸ (authors of the test used in this study) used in their test of values. It is defined as follows :

"(1) Value is a conception of desirableness of an object or activity for the well being of an individual. (2) Motivational property of a value lies in the goal. (3) Values can be organized in a hierarchy in the personality of an individual. (4) Value influences individual's behaviour, his likes, and dislikes, goals and all his activities. (5) Values have social, personal and psychological characteristics".

Individually or in groups, persons have certain experiences, they grow and learn through experiences. These experiences may lead them to frame certain general guidelines to behaviours. These guidelines tend to give direction to life and may be called values.

(B) THE TERM 'ADJUSTMENT' :

A teacher as a pivot of educational process can discharge his duty assigned to him only when he is in a proper mental

health. The condition of his mental health depends on the degree of his adjustment with his self and his environment. However, a well adjusted teacher is a source of inspiration to his students and a boon to the society. While a maladjusted teacher may prove to be a source of potential danger to the society as well as to himself. It is therefore necessary to segregate poorly adjusted teachers or the teachers who suffer with acute maladjustment from well adjusted teacher so that proper training strategy may be adopted in order to make them more useful for the cause of the nation.

Adjustment to the environment is a continuous process in the human life. Throughout their lives all living organisms, from amoeba to man, meet situations in which they are unable to satisfy their motives promptly or completely. Adjustment is a never-ending process and is bound up with human life. It is in the nature of human destiny that at every stage of life and every stratum of society there are problems to be solved, so that further progress and development is attained. It is by this unique, everpresent struggle for maintaining equipoise, i.e., dynamic adjustment that progress has been made in human history. The solution of problems has always led to an improvement or advancement in human resourcefulness and progress. The capacity to adjust with new environment differs from person to person. Developing the capacity in children is the basic aim of education. The aim of education depends on the responsible teacher. But at present the teachers are surrounded by several problems. One of them is the problem of adjustment. If a teacher is well adjusted he then does his work properly and successfully. Because adjustment has a satisfactory relation of an organism to its environment. The adjustment of a teacher or a person is affected by several factors like—atmosphere of the school, the teachers, curriculum, teaching methods, examination system, evaluation procedures, ground, school library and socio-economic factor etc.

Adjustment is a state in which the needs of an individual on the one hand and the claims of the environment on the other

hand are fully satisfied. It depends on the harmony between the individual and the objective or social environment. Adjustment takes the form of variation of the environment and variation in the organism through the acquisition of responses appropriate to the situation. These variations in the organism may be dependent on biological factors.

According to Shaffer Shioben¹⁹, adjustment is defined as follows :

"The term adjustment is simply a process, involving both mental and behavioural responses by which an individual strives to cope with inner needs, tensions, frustrations, conflicts and to bring harmony between these inner demands and those imposed upon him by the external world".

The adjustment is also useful to indicate the process by which an individual or a group reaches a state of social equilibrium in the sense of experiencing no conflict with the milieu.

Fredenburgh in his book. 'The Psychology of Personality and Adjustment' tried to summarize the various definitions in a single definition which runs as "Personality is a stable of complex characteristics by which the life pattern of individual may be identified."

G. W. Allport (2961)²⁰ who devoted most of his time for research on personality defines the personality in relation with adjustment as follows :

"Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment".

The above definition given by Allport is very comprehensive and includes all the aspects of an individual's personality. Some terms used in the definition need explanation. Dynamic means that personality is undergoing a constant change but is still

organized. It constitutes two types of systems-mental and physical and these two systems interact with internal and external environment. The word 'determine' lays emphasis that it is the psycho-physical system that activates the organism for action. The unique adjustment of the individual to his environment meant that each individual employs different methods of adjustment resulting in unique adjustment.

Thus different approaches and relation between personality and adjustment have to define the adjustment but there is no agreement on a single definition of adjustment. Though there is diversity of views but even then all psychologists agree on certain common basic characteristics. One basic fact is that adjustment is unique. The second fact regarding the accumulated experience and the way of adjusting towards environment of an individual.

Adjustment is continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. The direction of his effort may be toward modifying his own behaviour and attitudes toward changing the environment or both. For the purpose of this study adjustment has been defined as a satisfactory relationship between the individual and the environment in respect of the five areas of adjustment, i. e. home, health, social, emotional and educational.

(C) THE TERM : 'TEACHING'

A generic definition of teaching has been given by Smith (1961)²¹ :

"Teaching is a system of actions intended to induce learning". According to Amidon and Hunter (1966)²² teaching is :

"An interactive process, primarily involving class-room talk and occurs during certain definable activities e.g. motivating, planning etc."

According to Flanders (1970)²³ :

“Teaching behaviour exists in context of social interaction. The acts of teaching lead to reciprocal contacts between the teacher and the pupils and the interchange itself is called teaching”.

While Hughes Marie (1963) defines teaching as, Interaction is in its dictionary sense of mutual or reciprocal action or influence. According to Stolurow and Pahel (1963), teaching is fundamentally a social process involving communication and interaction between at least two people, a teacher and a student.

These definitions point out that teaching is an interactive process generated from teacher and students' behaviour in terms of reciprocal contacts. In short we can say that :

“Teaching is a series of events wherein teacher attempts to change the behaviour of students along the intended direction with the help of proper curriculum and method.”

Teaching and learning constitute two major aspects of any system of education. Of the two, learning has received considerable share of attention of the behavioural scientists. The teaching aspect, however, remained neglected till 1960s when researchers like Barr, Ryan, Gage, Flanders, Smith and Bellack started taking interest in this aspect and made valuable contribution towards the development of theory of teaching.

Teaching is more than standing before a class and applying a few specific techniques. Teaching is not merely presenting text book informations and then testing the students ability to repeat it ; there is no magic formula for transforming knowledge from the teacher's mind to the pupils'. Teaching is not a mechanical process. It is an intricate, exacting, and challenging job. Teaching is not a monologue but a dialogue ; a dialogue in which one partner is vocal, but the other partner may be simple expressions on the face, by some gesture or exclamation

or by brief participation in the form of a query, partakes in the dialogue. According to Kochhar (1971)²⁴ :

"The modern teaching-learning process emphasises the learner, guides the learner and promotes learner's development. Teaching is highly developed an art and the truly fine teacher is an artist. The art of teaching calls for a high degree of flexibility, adaptability and nimbleness of mind that goes far beyond the mechanical application and step by step the procedures".

Prof. H. B. Majumdar²⁵ has thrown sufficient light on the changing concepts of the teaching in the following lines :

"The concept of teaching itself is undergoing a change. Teaching now-a-days is considered more than imparting knowledge and communicating information. It is considered as helping the learners to learn by themselves, to acquire skills and develop attitudes and values in the changed social context.....".

(D) THE TERM 'ATTITUDE'

The concept of attitude is just as useful to the social psychologist for scientific purposes as it is to all of us for practical every day purposes. In our daily life we find it necessary to assume that people have attitudes. We could neither anticipate nor understand one another's behaviour whether with in a family or between Nations or between groups, if we did not make assumptions about one another's predispositions to behave in one way rather than another. The concept of attitude is nothing more than a theoretical device for taking note of this fact. It is impossible for social Psychologist, as well as, for the man in the street to take account of every day facts without making such inferences. Like many psychological variables, attitude is also hypothetical or latent variable, rather than an immediate observable variable. In short we can say, 'An individual's attitude involves a host of ideas, a complex of feelings and

emotions, as well as a set of tendencies to act in a particular way.” Attitude is a primary variable influencing the overt behaviour of the individuals.

An attitude is normally defined as a perceptual orientation and response readiness in relation to a particular object or class/type of objects. Attitudes must show variation between individuals and between cultures, i. e. they relate to issues upon which people disagree. In this way they are distinguished from various other concepts referring to response predispositions and characteristic behaviour, such as instinct and habit.

Freeman (1965)²⁶ defined the attitude in the following words :

“An attitude is a dispositional readiness to response to certain situations, persons or objects in a consistent manner, which has been learned and has become one’s typical mode of response”.

The attitude concept in psychology has the scientific status of a hypothetical construct. It cannot be directly observed but must be inferred from observable behaviours such as verbal statements of opinion, physiological changes due to the exposure to the attitude object, or overt acts in relation to the object.

Thurstone in 1946,²⁷ defined an attitude :

“as the degree of positive or negative affect associated with some psychological object”.

By a psychological object, Thurstone means any symbol phrase, slogan, person, institution, ideal, or idea toward which people can differ with respect to positive or negative affect. A particular job, for example, may be a psychological object. In the United States, a political party, the title of a book, minority group, a nation, labour unions, and a particular food are still other examples of psychological objects.

According to the psychologists the terms affect and feeling are interchangeable. An individual who has associated positive type affect or feeling with some psychological object is said to like that object or to have a favourable attitude toward the object. An individual who has associated negative-affect with the same psychological object would be said to dislike that object or to have an unfavourable attitude toward the object. In the present study the object is the teaching profession.

The conceptual definition of the attitude has been given in many ways by different authors. The term attitude was first used to denote. "The sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about many specific topic. Faris (1928) defines it, "an attitude is a tendency to act. "Baldwin (1905) defines it as, "readiness for attention or action." Remmers and his associates (1960) define it as, "feeling for or against something." While Freeman (1970) described it as, "an attitude towards any given object, idea or person is an enduring system with a cognitive component, a feeling component and an action tendency." Attitudes are generally believed to influence the behaviour. Attitude was defined by Allport (1954)²⁸ as ;

"a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the the individual's response to all objects and situations with which it is related".

The affective quality of attitudes was also emphasized by Krech and Crutchfield (1948). They defined an attitude as an :

"enduring organization of motivational, emotional, preceptual and cognitive processes with respect to some aspect of the individual's world." (Himmelfarb & Eagly, 1974).²⁹

All these definitions point out to the underlying dimensions of 'favourability and 'unfavourability' towards an object which

formed the corner stone of Thurstone's attitude scaling procedures. But some others like Fishbein and Ajzen (1972) have studied the problem of relationship between attitudes and behaviours. The attitudes are viewed by them as disposing the individual to think, feel and act in certain ways and are inferred from these three sources. It is evident, therefore, that attitudes consist of cognitive, affective and behavioural components. However, the affective component remains the central aspect of the attitude.

In operational definition "the term, 'attitude often is used in a generic sense to refer to any reports of what people think or feel or of the ways in which they intend to act" (Himmelfarband Eagly, 1974)²⁹.

The operational definition means the use of some kind of tools for obtaining responses from the subjects. The most commonly used instrument in the studies on attitudes is some kind of questionnaire or scale. These questionnaires or scales assess attitudes through self reports of opinions, beliefs, feelings behaviour or intended actions. Statements are generally scaled to express 'favourability' or 'unfavourability' toward the attitude object.

(E) THE TERM 'PUPIL TEACHER'

The term pupil teacher used in this study stands for teacher under professional preparation. That is to say, in other words that for the purpose of the present research the word teacher includes only student teachers receiving professional training in the Teacher-Education Colleges, University Department of Education and other institutions.

(D) THE TERM 'SOCIO-ECONOMIC STATUS'

There is a large amount of evidence (Wilson et. al. 1937, Wilson and Mitra 1938, Mitra 1940-1941, Varki et. al. 1955) which indicates that socio-economic factors play significant role in the growth and development of the children. Socio-economic

status is a ranking of an individual by the society he lives in terms of material belongings and cultural possession along with the degree of respect, power and influence he wields (Bharadwaj et. al. 1980). It means the position that an individual or family occupies with reference to the prevailing average standards of culture, possessions and participation in group activities of the community. In this study socio-economic status has been considered in the sense of parents Education, Occupation and Income.

'Teaching' is doing the job for its own sake 'a mere earning-living'. If that be the situation, the teacher is inevitable affected by worldly atmosphere. But of all professional people, the teacher is expected to lay the foundations of a new future culture. He has to free himself from the action of merely defending the wornout concepts and he has to show the way to usher in fruitful social change. Judged from the angle of his financial status, he is no better than his skilled technician counterpart. The financial status of the teacher highly influenced his work. The modern era is witnessing a rather materialistic view of education in which the teacher is no more than a figure who can only devise techniques for passing examinations. Accordingly Srivastava and Bose (1978)³⁰ stated the influence of financial atmosphere on teachers as follows :

"His talents are recognised not by the education he has acquired and the knowledge he possesses but by his special ability by which he can help the students to occupy a worth while position in industrial and commercial life."

Above statement clearly shows that there is a great need to study the teachers quality or characteristics in relation to their socio-economic status.

The importance of the knowledge about the social environment of the individual, basically a teacher, is being increasingly felt by the research workers in the field of social sciences. Econo-

mists realized long back the importance of the socio-economic background of the individual in determining his economic behaviour. Psychologists know well that there is a high positive correlation between intelligence and occupation. Cattell found that social prestige had $+ .97$ correlation with I.Q., $+ .93$ with income, $+ .87$ with years of education and $+ .85$ with birth restriction. Many variables have been identified in relation to social prestige. We know that in this country social prestige is attached with the amount of the income as well as the source of income. There are some other factors like economic condition in the society. Source of income, occupation, nature of the job, education and social atmosphere of a person that also affect the socio-economic status of an individual. Hence there is a great need to study the variables related to the teachers in their socio-economic conditions.

1.5 Statement of the Problem

Specifically stated the problem of this investigation is, "A STUDY OF INTER-RELATIONSHIP OF VALUES, ADJUSTMENT AND TEACHING ATTITUDE OF PUPIL-TEACHERS AT VARIOUS LEVELS OF SOCIO-ECONOMIC STATUS".

1.6 Objectives of the Study :

The study was carried out to achieve the following objectives :

1. To study the pupil-teachers values at various levels of socio-economic status (SES).
2. To study the adjustment of pupil teachers at various levels of socio-economic status (SES).
3. To study the attitude towards teaching of pupil-teachers at various levels of socio-economic status (SES).
4. To findout an inter-relationship among values, adjustment and teaching attitude of pupil-teachers at various levels of socio-economic status (SES).

5. To findout any significant difference among the various socio-economic status with special reference to values, adjustment, and teaching attitude of pupil-teachers.
6. To extract the various factors on the basis of different variable measures through tests of value, adjustment and attitude.

1.7 Hypotheses of the Study

Generally speaking the formulation of the hypothesis is the basic necessity of a research work, big or small. The hypothesis is based on an opinion on preconceived notions so the investigator has proposed to conduct his present research work on the basis of the following hypotheses, which is in the null form and they are stated below :

- H₁ There is no significant difference among the various levels of socio-economic status (SES) on the scores of test of adjustment.
- H₂ There is no significant difference among the various levels of socio-economic status on the scores of test of teaching attitude.
- H₃ There is no significant difference among the various levels of socio-economic status (SES) on the scores of values test.
- H₄ There is no significant relationship among the various levels of socio-economic status (SES) on the scores of tests of values, adjustment, and teaching attitude.

1.8 Delimitations of the Study

Moreover, the researches particularly in the social sciences have some limitations of their own, such as :

1. The measuring tools and instruments are partially reliable and valid.

2. If the scope of study is made too wide, the depth is reduced.
3. More accurate results can be had from the whole of the population rather than from a sample drawn from a population unless the sample is a true representative of the population which is quite difficult to achieve.

In spite of the above limitations, this particular research work also has some limitations of its own, these are as follows :

1. The study is limited to the pupil-teachers only.
2. The eastern region of U. P. specially Avadh University has been taken for the study.
3. It is limited to the Education Departments, having B.Ed. classes of Degree and P.G. Colleges of Avadh University.
4. It ignores all the value judgements.
5. This study is limited to the male and female pupil teachers of urban background only.
6. The values, adjustment and teaching attitude have been measured through available tools.

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Review of Related Literature

In this chapter the investigator has reviewed the researches dealing with teacher in relation to values, adjustment and attitude conducted in India as well as in foreign countries. These researches helped the present researcher in planning, defining and delimiting his problem. These have also been helpful in deciding the procedure of the present study and the interpretation of the findings.

The researches reviewed in the following pages are divided into four sections :

1. Studies related to value.
2. Studies related to adjustment.
3. Studies related to teaching attitude.
4. Studies related to socio-economic status.

2.1 Studies Related to Value :

(Studies done in India and abroad)

In every society, certain classes of things, relationships, or experiences are emphasized more than others. The study of

various cultures shows that these preferences tend to vary from one culture to another. Some studies were conducted to identify the leading American values. These are reported in this section.

Williams (1951)¹ conducted a study on American values. He has listed all the values in hierarchical order as (1) Achievement and success, (2) Moral Orientation, (3) Science and secular rational democracy, (4) Racism and related group superiority themes, (5) Progress, (6) Material Comfort, (7) Humanitarian Mores, for the Americans.

Gillin² studied the National, Regional and Cultural Values in the United States and recorded the hierarchy of seven values in the following manner :

(1) Personal output of energy, (2) Inner Regulated Morality, (3) Pragmatic genuinity, (4) Individualism, (5) Change and novelty, (6) Recreation efficiency, (7) Love and fairplay.

Spindler (1955)³ conducted a study on college students from lower middle to upper middle class homes, and found a major shift in American Values from Traditional to Emergent Values. On the basis of this and some other studies, Spindler and Riesman (1958), and Whyte (1959) have theorized that a new value system is being formed in American Society. Getzel (1957)⁴ also noted the Traditional Values of Puritan Morality, Work Success Ethic, Individualism, Achievement orientations and Future time-orientations are gradually being supplanted by Emergent values of Sociability, a Relativistic moral attitude, consideration of other's conformity to the group and a Hedonistic present time orientations.

(i) Studies Related to the Values of Teachers and Teachers Under Training :

Bohra (1984)⁵ reported some studies in Asian Journal of Psychology and Education. According to him Seagde (1946) reported a positive relationship between aesthetic value and their field of success. Tanner (1954) has found that superior woman teachers scored higher on economic and social values besides

theoretical values. Andrew (1957) has reported women teachers have higher scores in general on theoretical values than male teachers. Kirchner and Hogan (1968) have found teachers as such scoring higher on theoretical, economical and political values. Harries (1934) Paul (1970), Allport, Vernon and Lindzey (1956) have found that student teachers score higher on theoretical values. Kaul (1972) found that popular teachers of secondary level score higher on theoretical, social, political and religious values.

Generally values and attitudes of student teachers and teachers have been studied in relation to some variables and as complementing part of investigations mainly concerned with some other issues. Samantray (1971)⁶ investigated into the possible nature of relationship among teacher attitude, teacher adjustment and teaching efficiency. Singh (1974)⁶ constructed and standardised a Teacher Value Inventory. He measured the dominant values of teachers, their attitude towards the profession and their satisfaction with their job. Kulshrestha (1974)⁶ designed an instrument to identify and measure the emerging values of teachers and their characteristics in the present socio-cultural environment of schools.

Bowie and Morgan (1972)⁷ conducted a research on Personal Values and verbal behaviour of teachers. In this study it was noted that the teachers who were high on Religious Value were making more supportive statements than the teachers who were high on Political Value. The teachers high on Social Value laid down more emphasis on social expectations than the teachers high on Political Value. The teachers who were high on Economic Value did not lay emphasis on school's rules and regulations than the teachers of high social value.

Anderson (1966)⁸ studied the personal and situational factors affecting the choices of college and secondary school teachers and found that secondary school teachers scored higher on Economic and lower on Aesthetic Value than the college teachers.

Kakkar and Gordon (1966)⁹ conducted a study on 'A cross cultural study of Teachers' Values with a sample of 22 male and

73 female teacher trainees from India, Japan and America. This study indicated the certain values originally identified by factor analytic methods in the American culture could be reliably measured for educated english speaking subjects in Indian Culture. The other findings of the study were :

- (1) Indian Teacher Trainees differed from their American counterparts on survey of Interpersonal Value Tool indicators congruent with certain characteristics of Indian culture and belief,
- (2) Indian Teachers tend to score lower than their American counterparts on Support, Recognition and Independence values and higher on conformity and Benevolence values. The Indian virtues of self-realization and spiritual-peace reflects the psychological self-sufficiency represented by low scores on the support and recognition scale, and
- (3) The greater similarity between the Japanese and American teachers may reflect in part the postwar American influence in Japan.

Gage et.al (1967)¹⁰ are of the opinion that teachers have their own pattern of values. The significant aspect of the learning teaching 'process in the class-room is the transmission of value orientation from teacher to pupil. It proceeds not so much through didactic teaching as through the reward and punishment system and other subtleties of the flow of interaction.....' which value will be transmitted, depends upon the teachers own value orientation, which in turn is determined by his position in the groups and subcultures of the social structure.

Kirchner and Hogan (1968)¹¹ found that there was no significant change and the values of future teachers remained constant after the students had been exposed to a course of philosophy of Education. A very little change occurred on Theoretical Value scale with the sex variable controlled, there were no significant differences among female future teachers in elementary secondary

or special education schools on five of the six scales of study of values. At the .05 level of confidence there was significant difference between scores of female seniors enrolled in elementary education and in secondary education ; as a group, the elementary future teachers were more Aesthetic minded than the Secondary education future teachers.

Verma (1968)¹² in his study based on a sample of 546 randomly selected student-teachers of the B. Ed. course from Rajasthan, found that student-teacher had lost significantly in theoretical and economic values while in aesthetic values, there had been a significant improvement as a result of training. The teacher training had neither improved nor reduced the social values of the trainees, while student teacher had neither gained nor lost in the area of political values. Religious values on the other hand showed an improvement. As a result of training student teacher showed a significant loss in their health adjustment while training had significantly contributed to the improvement of social, emotional and occupational adjustment of the trainees.

Pal (1969)¹³ found that 'student-teachers' consider the political value as of the greatest importance, indicating that they are much interested in Power, Prestige and in having some control over others. These teachers also placed greater importance on the theoretical and economic values showing that they are oriented to the 'cognitive' approach to things, and value that is useful. The lowest value assessment was found for Religious Value which indicated that religious matter meant little to this group, Harris (1934) and Allport Vernon Lindzey (1960) reported that Theoretical Values are found significantly high in students of education. Roy Chowdhury (1958) also found high Political and low Religious Value in teaching groups.

Strohmeyer (1971)¹⁴ ascertained whether student's perception of a teacher could be predicted from the knowledge of value differences or not. He found that teacher-effectiveness could be

predicted significantly from teacher's and students values. His study was confined to 420 students and 71 teachers only.

Brawer (1971)¹⁵ surveyed the students and faculty populations of three junior colleges of Los Angeles area, each respectively embodying the characteristics of an urban, sub-urban and rural schools. Most notably it was found that the actual role of students or teachers seem to affect the value-system more than the other variables. He concludes that 'values' to indicate one potentially faithful way of examining people and hopes that by examining value differences, ways may be found to better understanding people who function in our systems of education.

Longstreth (1971)¹⁶ questioned and interviewed the entire faculty of a High School teachers with regard to values and found that 82 per cent teachers felt that values are relative rather than absolute. Nearly all the teachers believed that the school should be concerned with values, but were divided on the issue of ways of inculcation of values. Most of the teachers did not believe in planning value-education, and preferred to use examples and discussions for handling values. Those who believed in teaching of values, felt that the teacher community and the students should help determine the values to be taught with the teacher choosing the method. Proefriedt (1971) suggested three ways of inculcation of values. They were :

- (1) Indoctrination,
- (2) Conditioning,
- (3) Effective approach.

Singh (1974)⁶ in a study, pointed out that teachers scored the highest on social and theoretical values and the lowest on economic and political values; level of education, training, management of school, location and size of the school, had no significant bearing on values of teachers. The professional attitudes of teachers were favourable and their attitude towards child centred

practices and educational process was more favourable than their attitude towards teaching as a profession.

Kulshrestha, S. P. (1974)¹⁷ in his Ph. D. dissertation entitled, 'The Emerging Value Pattern of Teachers in a Socio-Cultural Environment of the Schools in the Present Era.' He took a sample of 700 teachers of Intermediate and higher secondary schools of rural and urban areas of U. P. The main objects of the study were to identify and to measure the emerging values of teachers. To study the teacher's value in relation to certain variables like sex, marital status religion, caste, age, income, education and teaching subject.

The findings of the study revealed that schools were found to be distributed in rural as well as in urban areas and were affected by the type of community, its values and traditions.

(ii) Studies Related to the Values of Students

The following section deals with the studies related to the values of students. Though the students values are out of the scope of this investigation, however, the investigator feels that a review of these studies is important because it has been found that the teachers values influence students values and students values reflect the values of their teachers. Therefore the review of this section may give some insight to the value-pattern of teachers.

Kumar (1984)¹⁸ collected some of the studies and published in the Journal of Indian Educational Review. These are presented in the following lines :

Studies by Kinnana John F. and Suziedalis Antanas (1962), Irely (1963), Hellond (1963), Mehta and Khane (1967) and Woodruff (1942) reveal that different individuals have different patterns of values. Charles Morris studied the values of student of the United States, India, Japan, China and Norway in 1945. The result of the study showed that there is a lot of difference in the value patterns of the persons of different countries. Pal S. K. examined the value patterns of engineering, law, medical and

teacher training students in Indian colleges. He also found much difference in the hierarchical system of values of these students. Soubhagyavati (1967) studied the values of the pupil teachers. She found enough difference between the values of male pupil teachers and those of female teachers.

Sicuro (1966) found no or very little difference in the attitudes and values of students on the central campus and off-campus centres of the same University.

The result of the study made by Gordon (1972) reflects the major value orientation of students and demonstrates a relationship between values held and coping behaviour. The result reveals that the major value orientations of these subjects, reflect attitudes of being subjected to the whims of nature, a tendency to prefer individualism in interpersonal orientations, a primary focus on the present as opposed to the past or the future, and a marked stress on constructive activity. In female students little relationship and in male students significant relationship was found between effectiveness and value orientations.

Jones, Shallcrass and Dennis (1972) found significant differences between students in the single sex schools and students of the same sex in the co-educational school in all broad areas of scholarship, prestige, popularity, peer influences on behaviour and personal goals. Results suggest that co-education may be inimical to both academic achievement and social adjustment.

Praharaj and Sinha (1973)¹⁷ studies the 'value-preference' differences as a function of sex and educational level. Boys and girls significantly differed on security, friendly working people, social position, variety and cleanliness. Boys were higher on the job values of security, friendly working people and variety, while girls were higher on social position and cleanliness. Students of 11th grade were on the occupational values of social service and cleanliness while the students below the 11th grade were higher on that of good pay and high standards of workmanship.

Sharma and Tiwari (1973) studied value as a function of regressional sex, and found that high regression did not affect a particular value positively.

All these studies point out that sex has certain effect on the values of students. Male and female students may have different types of value-patterns.

(iii) Studies Related to the Values of Different Professions :

Each profession has its own value pattern, so is the case with teaching profession. The studies reviewed, here in this section provide, how the value-patterns of one profession differs from the other profession. But studying these researches, the investigator can look and can compare how the teaching profession is similar or different in its value-patterns with others. This information may be important for the guidance workers and counsellors.

Karn (1952)¹⁹ found reliable differences among the civil, metallurgical, electrical, chemical, mechanical and social groups. Mechanical and metallurgical engineers deviated most and chemical engineers the least.

Gee (1960) surveyed some personality differences among medical student groups on study of values. He found that they were high on theoretical and low on economic scale scores. He also found differences in the various specialities, with the greatest diversity appearing on the aesthetic and economic value scales.

Mackinnon (1960) found that creative architects, scientist and mathematicians were higher on the aesthetic but lower on economic scale of study of value.

The study made by White (1968)²⁰ concluded that the values held, distributed in a manner similar to those of under-graduate business administration students and business employees. Significant differences in variance were noted only in theoretical, aesthetic and religious values. Teachers co-ordinators had significantly a higher economic and social value than business employees while

the latter group had significantly higher political values than teacher co-ordinators. The teacher co-ordinators had significantly higher economic and religious values than under-graduate business administration students and were found significantly higher on theoretical and political values.

(iv) Studies Related to Background Factors and Values :

The following researches which is given in the Ist and IInd 'Survey of Research In Education' by Buch and 'Emerging Value Pattern of Teachers and New Trends of Education in India' by Kulshrestha, provide information about the values of the student and the teachers in relation to their background factors. The term 'Background factors' has been used for the personal factors, which include, sex, caste, marital status, teaching experience, religion, birthdate and the geographical area in which they live.

Warner and Associates (1944) found that teachers who usually come from the middle class, adopt values, which are predominantly representative of the middle class (for reasons of social mobility).

Shakeela and Hafeez (1964) studied the value preferences as related to caste and religion. The results showed no relationship between these variables and value orientation.

Kulshrestha (1970) studied the value-patterns of Scheduled Castes and non-scheduled castes students and found no significant difference in values except in case of theoretical and religious ones. Non-scheduled castes students were having high scores on theoretical and scheduled castes students had high scores on religious value.

Super (1953) and Roe (1956) held that persons who have similar values, will select similar occupations.

Prince (1957) studied relationship between individual values and administrative effectiveness in the school situation and concluded that (a) Older teachers were significantly more traditional in

value-orientation than the younger teacher, and (b) older principals were more traditional than young principals.

Abbotts (1960) made a study of school members and superintendents in 40 mid western school districts and showed board members to be significantly more traditional than superintendents older superintendents were more emergent in their values than the younger, really an interesting reversal.

The effect of professional socialization in the area of values was investigated by Hughes and Nichalas (1959). They noted that the differences in the professional socialization experience would be accompanied by differences in education values of teachers.

Mc. Phee (1959) found emergent values were related to modern educational view points. His other results were :

- (a) Women tended to be more emergent than men,
- (b) Occupational or income level or education was not significantly related to values, and
- (c) Age of subjects was directly related to value orientation-older subjects being more traditional.

Bledsoe (1962) noted that the most significant differences were existing between the scores of men and women on aesthetic value.

Stenberg (1966) carried out a research on 270 students including 20 each from nine subject areas. In his study, the difference was found when music, english and science students were compared and positive and significant correlation was found between the aesthetic scale and tendencies towards mal-adjustment on M.M.P.I.

Andrews (1966) found the significant difference for teachers in eight subject areas on theoretical, economic, aesthetic and political scales.

Rezcher found that class-room teachers with high aesthetic value scores were generally viewed by the supervisions as possess-

ing a high degree of professional competence and personal traits and quality desirable for good teachers. Teachers with high aesthetic value were distinguished by their verbal competence and effective communication in the class-room. No significant differences in the class-room values of teachers with Bachelor and Master Degrees were apparent. There were also no significant differences in the values of teachers with differing years at experiences. The number of years of teaching experiences, however was significantly related to evaluations of teachers class-room teaching competence.

Kulshrestha (1969) conducted a study on teachers born before and after independence and found the teachers born before independence were more interested in social matters than the teachers born after Independence. The difference was found also on theoretical, social, political and religious values, but no change was observed in the remaining two values, economic and aesthetic.

Willic (1970) found the similar value orientation of teachers reared on farms, in small towns, in sub-urban and in urban areas.

Nelson (1971) conducted a study on 'value-pattern' of physical education in colleges and universities of the U. S. A. In this study statistically significant differences appeared between group means of men and women teachers and had four to six values. Men placed higher value on theoretical, economic, and political variables while women emphasized the aesthetic value. No significant difference was evident in social and religious variables.

Khan (1971) studied the relationship between the personal values of teachers and their pupils and found no significant relationship on A.V.L. study of values. The findings of this study were inconclusive regarding the relationship of the sex of pupils to the relationship between personal values of teachers and students. It is clear from this study that :

- (1) Marital status of college seniors was not related significantly to the relationship between the personal values of teachers and students.
- (2) Sex, age, and years of teaching experience of teachers were not related significantly to the relationship between the personal values of teachers and students.

Jacob (1972) conducted a study on value systems of two academically contrasted groups of college men. The comparison of mean scores on each scale indicated that only the theoretical scale distinguished between the two group (a) High English, low Maths. group and (b) High Maths. low English group. The religious, economic, aesthetic values were not found significantly different for these two groups.

2.2 Studies Related to Adjustment :

(Studies done in India and abroad)

Adjustment and other variables such as attitudes, values, interests, motivation, anxiety, appreciation are generally subsummed under the rubric of affective behaviour (Khan and Weiss, (1973)²¹. It is an admitted fact that the variables stated above go in making the personality of a person. The personal influence of a teacher on his students has been a subject of study by the research workers. A well adjusted teacher is likely to have a positive influence on his students. While reviewing the literature on teacher adjustment, it was found that most of the work in this area had been done on students, some on student-teachers and very little on teachers.

Blair et. al. (1962)²² referred to certain classical studies on teacher adjustment. While reviewing studies on teacher adjustment, the authors observed :

“It is clear that although samples used, methods and findings differ; there is an agreement that a significant percentage of the teacher population is so mal-adjusted that teaching suffers.”

The statement shows that a better adjusted teacher in the profession is desirable in order to make teaching effective. Similarly, Mouly (1961)²³ in his review made the following comment :

"The fact remains that there is a high incidence of mal-adjustment among teachers but whether this is result of the strain and stress of the class-room creating an adjustment problem too severe for all but most stable, or whether teaching attracts individuals with various forms of mal-adjustment has not been determined."

A few studies on adjustment problems have, however, been conducted in India and reported in the two volumes of the survey of Research in Education (Buch, 1974 and 1979)¹² &⁶ and some other studies given by Malhotra (1982)²⁴ in the Asian Journal of Psychology and Education, Vol. 7. Few salient features of these studies are as follows :

One study is a comparative study of bright and dull children on personality habits (Patel 1967) and other on the mental symptoms of school children (Sen 1971), 7 are directly on school adjustment of adolescent boys, 2 on gifted (Pandit 1973), and handicapped children (Pinto 1974). The areas covered by these studies include needs of adolescent girls and their bearing on individual adjustment (Nanda 1957), factors related to adolescent adjustment (Bhati, Patel, Patel and Parikh 1961), adjustment problems of adolescents (Kakkar 1964), character traits of dull children in rural area and the problem of their education (Patel 1967), problem of school adjustment (Bhagia 1966), social climate and characteristics of pupil (Kumar 1972), adjustment differences at different levels of general intelligence and socio-economic status (Motioo 1972) adjustment problem of the gifted children and their reactions to frustration (Pandit 1973), and five major factors contributing to certain psychological problems of pre-adolescents (Pereira 1974).

Psychologically, it is generally felt that a man how is well adjusted to his surroundings and accepting in his behaviour.

Does this hold true in case of adjustment of teachers. The answer of this question is important, Samantroy (1971) and Pandey (1972) investigated the area of teacher adjustment. They studied it in relation to teacher efficiency. Samantroy (1971) got positive relationship between teacher adjustment and teacher efficiency. So also researcher like Bati (1929), Gotham (1945), Rostker (1945), Rolfe (1945), Hellfritzch (1945), Ryans (1960), Davies (1961), Seibal (1967), Hanny (1967), Ober (1967), Euans (1969) and Quraishi (1970) explored the aspect of teacher personality (using various techniques) in relation to the teacher adjustment. They used teacher adjustment as one of the traits of teacher's personality while studying it as factors related to teacher class-room behaviour.

Morgan (1967)¹² found the sociability of the teacher is one of the factors related to teacher behaviour. His study concluded that sociability of the teacher was related to praise and encouraging statements in the class. Another factor considered important in adjustment by the researchers was emotional adjustment.

Kumaraiah (1976)⁶ found in a study of intellectual, personal and social factors related to high and low achievement of various stages in medical education that health adjustment, emotional adjustment and over all general adjustment consistently differentiated the high and low achievers at all stages in under-graduate medical education. Mathew (1976) found that total and group adjustments were among factors accounting for the variance in over-achievers and social adjustment was factor for normal achieving group. Similarly, Rao (1974) and Agrawal (1970) who conducted studies on correlates of achievement and adjustment problems of pupils respectively found that adjustment problems of pupils were related to student achievement.

It is thus seen that the most of studies are on student adjustment rather than on teacher adjustment. Rao and Mehta (1974) in their trend report have observed that :

The concentration again is on students like in the other personality studies and the teachers seem to have been badly neglected.

ted sometimes it is taken for granted that the teachers are well adjusted. Perhaps this is something that needs to be explored at this stage of the research on personality adjustment. Here again environmental correlates of adjustment both in the teachers and students, job satisfaction or work motivation of teachers, ...etc. need to be studied.

Rohila (1966) came to the conclusion after a review of studies that personal social adjustment was found in a number of studies to be related to vocational adjustment.

A few studies have also been conducted on people-teachers. Deva (1966) found that social adjustment and academic achievement of pupil teachers significantly predicted the teaching ability. Gupta (1977) while making a study of successful teachers found that success in teaching was significantly related to the areas of home, health, social, emotional and total adjustment and to professional efficiency. He constructed his own inventory to measure health, home, social economic, institutional and ethical adjustment. He found that all the areas of adjustment contributed towards others in the process of adjustment.

It is thus seen that not many studies have been conducted on teacher adjustment. However, study of this aspect is important because adjustment has been found to be related to teacher efficiency, academic achievement, etc.

Adjustment has also been found to be associated with attitude and job satisfaction of teachers. For instance, Sinha and Agrawal (1971) found that job satisfaction and general adjustment among white collar workers were significantly related with each other. They also found that home, social and emotional adjustment were also significantly associated separately with job satisfaction. Singhal (1973) in a study of industrial workers found that work adjustment made highest contribution to job satisfaction.

M. C. Agarwal studied adjustment among college students : He concluded that art's students were better adjusted than science

students. Girls were better adjusted than boys. Adjustment of Art's boys in the college adjustment area was poorest as compared to others areas. Adjustment of art's girls was best in the home adjustment area but poor in the personal and health areas.

Samantroy (1971)¹² while attempting to find the nature of relationship among teacher attitude, teacher adjustment and teaching efficiency on a sample of 320 graduate teachers of the secondary schools of Orissa found that—(1) the Pearson's 'r' of 0.49 between teacher attitude and teacher adjustment was significant and (2) teacher attitude and teacher adjustment were each related positively to teaching efficiency.

Khatry (1973) conducted a study of the relationship of self concept of teachers with their professional adjustment. He found that both the variables had a significant relationship between each other.

Pandey (1973)⁶ highlighted in a study with an objective to find out the underlying factors responsible for the adjustment of male and female teachers in different areas of adjustment viz. home, social, economic, institutional and ethical and positive correlation was found between all the five areas of adjustment. The strength of relationship showed that each area contributed something towards the other in the process of adjustment.

Gupta (1977)⁶ his Ph.D. thesis entitled a sample of 400 teachers (200 males and 200 females) working in high—higher secondary schools was selected from sixty seven schools of four districts in Panjab for collecting data, for attitude and adjustment. The Minnesota teaching attitude scale and the Bell's adjustment, inventory were utilized respectively. The main research findings reveal that—success in teaching was significantly related to adjustment in various fields of life like home, health, social, emotional and total adjustment and was concluded that adjustments—social, home, health, emotional, professional and total adjustment and attitude towards teaching were found to be the determinants of success in teaching.

Wadhwa, (1977)⁶ investigated the relationship between teachers adjustment and its background factors. The study included 120 teachers in economics teaching at graduate college affiliated to Meerut University. The result indicated that only college environment and teachers acceptance in the college were, perhaps related to teachers' adjustment.

G.R. Sharma (1978)⁶ found in his study that :

- (1) the non-professional college students had more problems than the professional college students in the area of home problems,
- (2) the art students had greater problems in home and health areas than the engineering students,
- (3) the science students had greater problems in the area of home than the medical students,
- (4) the medical students had greater problems in social, emotional and educational areas than the commerce students.

Mangal (1984)²⁵ in his paper entitled "Analysis of common factors in Teacher Adjustment" pointed out five as the most important dimensions of teacher adjustment. After factor analysis he has suggested five out of 21 as the most effective dimensions of teacher adjustment viz. :

- (1) Adjustment with academic and general environment of the institutions,
- (2) Socio-Psychophysical adjustment,
- (3) Professional relationship adjustment,
- (4) Personal life adjustment,
- (5) Financial adjustment and job satisfaction.

It is thus clear that a well adjusted teacher is desirable as it also influences the other variables like job satisfaction, attitude, professional interests and his teaching efficiency. However, no study has been conducted on teacher educators.

2.3. Studies Related to Attitude

(Studies done in India and Abroad)

The study of attitudes and their measurement, change in attitudes and their relationship with other variables has been a very important area of research in social and educational psychology. Attitudes influence the psychological, social and political processes in the minds of both laymen and scientists. Fishbein and Aizen (1972)²⁶ reported that over 750 articles related to attitudes were published during two-and a-half year span of time. This shows that the study of attitudes has been of interest to nearly all social psychologists and educationists. The history of the study of attitudes indicates that during the 1920s and upto the World War II, research on attitudes was largely concerned with the definition of the attitude and its measurement. Some studies were conducted to establish relationship of attitudes to some social variables. Attempts during this period were also made to study the attitudinal change. It was after this period that educationists also started taking keen interest in the study of attitudes of teachers towards teaching pupils, schools, administration, etc.

In studies on attitudes, the affective component of attitude has mostly been emphasized. Atlatest and comprehensive review of studies on various aspects of attitude was conducted outside. In India it has been reported in the second Handbook of research on teaching by Khan and Weiss (Travers 1973)²¹. They reported that self-reporting, observational and projective techniques have been the measuring and data collection devices. The authors said that the most frequently used procedure for measuring attitudes towards a stimulus object had been the administration of a checklist of statements or questionnaire to individuals. A variety of methods of scaling attitude statements and scoring responses had been developed. These included methods of paired comparisons by Thurstone (1927), equal appearing intervals by Thurstone and Chave (1929), summated ratings by Likert (1932) and scalogram analysis by Guttman (1944). The scale discrimination method

by Edwards and Kilpatrick (1948) combines Thurstone's and Likert's procedures (Khan and Weiss, 1973).

Edwards (1957) reviewed the techniques of scale construction for attitude measurement and discussed in detail the merits and demerits of these techniques on the basis of research done on them. Among other major publications on attitude theory and its other aspects are by Fishbein (1967), Himmelfarb and Eagly (1974), Wilson (1972), Green (1954) and Allport (1954). Green has observed that : "the method of equal-appearing intervals is the most widely used of the judgement methods."

Many self-reporting instruments have been developed to measure attitude towards teaching, education, school and courses among teachers and students. The Minnesota Teacher Attitude Inventory (MTAI) and the Survey of study habits and attitudes have been extensively used in research on teachers and students' attitudes (Travers, 1973). Infact, while reviewing research on teacher behaviour modification, it was found by this investigator that Minnesota Teacher Attitude Inventory (MTAI) Cook, et. al. (1951) was widely used by researchers to study changes in attitude. The MTAI was developed to distinguish between good and poor teachers in terms of their relationship with pupils. It is assumed that teachers who score high on this instrument should be able to maintain better relations with their pupils than teachers who score low. Several studies have been done using the MTAI. An Indian adoption has also been developed. However, this inventory is not meant to measure the attitude of teacher educators towards the profession of teaching in a teacher education institution which is the specific purpose of the study.

Khan and Weiss (1973)²¹ have reported :

"The actual availability and documentation of psychometrically sound attitude scales are however, far from satisfactory."

They have listed the available instruments to measure attitude of teachers and students towards education, school, teacher,

teaching and school courses and have classified them according to their categories like Thurstone, Likert, etc. No inventory, however, has so far been developed in any country to measure teacher educators' attitude towards their profession.

Several tools have been constructed in India also measure the attitude of teachers and students. Pareek and Rao (1974) published a handbook, of instruments which listed 124 instruments to measure attitudes towards various objects. Most of them are Likert type scales ; only two of them are inventories. The objects of attitude measurement were such as the teaching, teaching profession, school and other educational processes. Wherever reliability co-efficients are reported they are of a very high order indicating a general pattern of high reliability estimates of instruments on educational attitudes. A few other instruments developed in India are by Ahluwalia, Bhogle, Deo, Katti and Bannur, Mohan, Ponnambalam and Visvesaram (Pareek and Rao, 1974). Although all these scales are called as attitude scales to measure attitudes towards teaching, the content and orientations differ from scale to scale.

The Teacher Attitude Inventory by Ahluwalia (1974) is meant to measure students teachers' attitude towards teaching profession, pupils classroom teaching, teachers, educational process and child-centered practices. The inventory contains 90 statements, 15 in each of the six areas. The inventory was standardised on a group of 2169 student-teachers, about 5 per cent of the total population of B. Ed. student-teachers in the Hindi speaking States in India. It is a Likert type five point scale. Its split-half reliability is 0.88, test-retest reliability is 0.70. Its validity co-efficient on MTAI (Indian Adoption by M.C. Joshi) is reported to be +0.23 only.

Vidhu Mohan's scale was constructed using Thurstone's technique of equal appearing intervals to measure attitude of university student towards co-education. It contains 20 statements and its reliability and validity are not reported. The

teaching profession scale to measure attitude of teachers by Bhogle has 18 statements of Likerts five point type and summated ratings. Its reliability and validity have been reported. The attitude scale Katti and Bannur to measure attitude of secondary school teachers towards the teaching profession consists of 40 statements. It is a five point scale with Likert type summated ratings. Its split half reliability co-efficient is 0.76, and self-correlation of the scale in full length was found to be +0.96.

No attitude test was constructed at Ph. D. level during 1972—78 according to the Second Survey of Research in Education (Buch, 1979). Some tests were constructed for M. Ed. studies but these are not standardized. It is thus seen that there was no scale or inventory available to measure attitude of teacher educators towards teaching profession.

Nevertheless, the attitude is considered an important factor in the teaching learning process. The teacher attitude is linked with the student attitude, which, in turn, is associated with his achievement. Khan and Weiss (1973)²¹ have reported that several studies have been conducted at the high school level which used scores on the Survey of Study Habits and attitudes as predictors of academic performance. The studies by Holtzman and Brown (1968)²⁷ and Khan (1969, 1970) found significant correlation between scores on attitudes and standardized achievement scores on some subjects (Travers, 1973)²¹. Similarly, there are studies which indicate relationship between teachers' and students' attitude. For instance, Silberman (1969) obtained a significant relationship between students' predictions about teachers' attitude towards them and actual class-room behaviour of teachers. Read (1953) found a significant relationship between teachers' effectiveness as perceived by students in the classroom and teachers' level of self-acceptance. Khan and Weiss (1973)²¹ concluded that :

‘Although evidence of the effects of teacher education on student-teachers' attitude is inconclusive, several re-

search studies have indicated that student-teachers' attitudes toward children become negative after coming into contact with the reality of the class-room during practice teaching. Teacher-educators should make efforts to improve the conditions under which practice teaching is carried out in order to make it meaningful rather than a traumatic experience".

It follows from it that teachers' attitude itself may be one of the factors influencing the attitude of student-teachers. The purpose of the present study of measuring the attitude of the teacher educators and its relationship with some other variables is, therefore, very appropriate. Smith (1971)²⁸ made the following observation in this regard :

"Consequently, research on teaching is becoming more concerned with the problem of determining the effects of the teacher's attitudes on what he does in the class-room and on the achievement of his pupils. There can be little doubt that the attitudes, a teacher has toward himself, influence his behaviour in the class-room. And there are strong reasons for believing that the teacher's attitudes towards his pupils, e.g., his expectations of them-will influence their achievements. There can be no doubt that personality in the attitudinal sense is a factor in teaching behaviour."

Loree (1971)²⁹ did a review of research on attitude under four areas which included the attitude measurement and attitudes related to teacher effectiveness. Among self reporting inventories, the Minnesota Teacher Attitude inventory by Cook, Leeds and Callis (1951) has been reported as the most widely used tool for measuring attitudes. Studies on relationship of teacher attitudes with teacher effectiveness have also been reported by Loree (1971). Sprinthall, Whitelay and Mosher (1966) found a positive relationship between the cognitive flexibility (an attitude) and effective teaching. Rosen Shine (1969) found in a review of research that teachers' enthusiastic and animated behaviours and pupil achievement were related.

Peek and Tucker (1973)³⁰ have observed that :

“The largest group of studies concern the influence of the co-operating teacher on the performance and growth of the student teacher.”

Yee (1968) found that the co-operating teachers did, indeed, influence their student teachers' attitudes largely in the direction of attitudes held by the co-operating teachers. Similarly Khan and Weiss (1973)³¹ have observed :

“That notwithstanding these studies, it would appear that the relationship between teachers' and students' attitudes has been regarded as axiomatic with no need for empirical research. It is likely this premise has served as basis for the large number of studies conducted on students' perceptions of teachers' attitudes, teachers' values and beliefs, and the effects of demographic characteristics and teacher education on teachers' attitudes.”

J. K. Sood (1974)⁶ conducted a study on the sample of 1000 students and teachers. The major findings of the study were :

- (i) the sample reflected positive attitude towards science and scientists which was significantly related to understanding science,
 - (ii) the attitude of teachers and students differed significantly.
- Brown (1975)³¹ has remarked about the association between teacher and student attitude that :

“from an appraisal of other studies on student attitude and achievement, it is evident that teachers have an important influence on students' attitudes.”

Ryans (1960) concluded that increase in age and experience of teachers influenced the teacher characteristics in the negative direction.

The investigator reviewed the report of the Beginning Teacher Evaluation Study (Fischer, et. al. 1978)³² which was the culmina-

tion of a multi-year research programme on teaching effectiveness. Among other questions, the study answered the question whether teaching related to student attitudes. The authors have reported that :

“the general association of achievement and attitude appeared to be basically orthogonal. Some factors contribute to increased achievement, other factors promote more positive attitudes.”

A study was conducted by the National Council of Educational Research and Training (NCERT, 1969-70),³³ to find out whether the attitudes of teachers towards the profession were affected by the management of school, tenure of services, sex, marital status, age, experience and academic and professional qualifications. The sample consisted of 6558 teachers of high and higher secondary schools from all over the country. The tool was a Likert type attitude scale consisting of 38 statements. The findings revealed that sex, age and experience did not affect significantly the attitude of teachers.

In an investigation conducted by Sharma (1967-68)¹² into the teacher educators' attitude towards practice teaching, he found that the teacher educators have favourable attitude towards practice teaching. Professional qualifications and experience of teacher educators did not influence significantly the attitude of teacher educators. The tool was a Likert type five-point scale. Arora (1978)⁶ in a study of characteristics of effective and ineffective teachers found that effective teachers had significantly more favourable attitude than ineffective teachers towards the teaching profession. Singh (1974)⁶ conducted a study to find out the relationship of teacher values with teacher attitudes and job satisfaction. The sample consisted of 521 teachers from higher secondary schools and University of Delhi. She found no difference in attitude due to age, education and training of teachers, but found that in comparison to male teachers, the female teachers expressed a more favourable attitude towards teaching as a profession. Similarly Quraishi (1973)¹² found that the attitude of teachers

towards teaching profession as independable variable did not show any significant result in predicting dependent variables.

Agarwal (1966)¹² conducted a study of the teacher educators' attitude towards their profession and found that the factors like age, sex and experience did not influence their attitudes. Aaron (1969), however found that there was significant correlation between the attitude and achievement motives of teachers and pupils. In a study based on a sample of 360 teachers of Andhra Pradesh, Naidu (1975)⁶ found that all teachers had favourable attitude towards teaching but the females had a more favourable attitude. Bhogle (1970) conducted a study on psychological and organisational correlates of acceptance of innovations by secondary schools. She found that head teachers with favourable attitude towards teaching and older in age were more ready to adopt innovations.

Mehrotra (1973)⁶ studied the effect of teacher education programmes on the attitude of teachers towards teaching and older in age were more ready to adopt teaching profession. He found that :

1. Attitude of those who completed the course was more favourable than that of those who did not.
2. Attitude of women students was more favourable than that of men.
3. The attitude of some age groups towards the profession at the end of the course was less positive than at the beginning.
4. The attitude was more favourable in higher age-group and it increased as the age increased except a decrease in the age-group 32—36 years ; and
5. The attitude became more positive with more teaching experience except for the group with 13—17 years of experience.

A study was conducted by Samanorty (1971)¹² on teacher attitude and its relationship with adjustment and efficiency of teachers. He found that 78% of teachers had a favourable attitude towards teaching. No significant difference was found between the attitude of men and women teachers and the teacher attitude was found to be related with adjustment and efficiency to some degree.

Some studies are collected from Asian Journal of Psychology and Education such as³⁴ :

Ahluwalia (1978) made an attempt to study a change in professional attitude of student teachers and reported that the mean difference of pre and post test for the male and female student-teachers was found to be non-significant. Srinivasacharyula (1979) investigated into the attitude of teacher trainees towards practical aspects of B. Ed. programme and reported that practice teaching is favoured by female teacher trainees but the opinion was found not to be significant for rural and urban, experienced and unexperienced teacher-trainees. Yadav (1981) conducted a study on attitude towards teaching profession among teacher trainees and reported that sex, place of living, parents occupation, subjects and previous training were found to have no impact on the attitude of teacher trainees towards teaching profession. Josh and Darzi (1981) dealt with a study of the attitude of teacher's towards teacher education programme and concluded that women teachers as a whole had a higher favourable score than men teachers, highly qualified teachers had a higher percentage of score than less qualified teachers.

Thus it is found that there are only two studies conducted on teacher educators. Others are on school teachers or student teachers. There are not enough studies to determine the association of attitude with other background and personality variables particularly in India.

2.4—Studies Related to Socio-Economic Status :

(Studies done in India and abroad)

A few studies on Socio-economic Status have been conducted and reported by Sathappan³⁵ and Krishnan³⁶ in the Asian Journal of Psychology and Education, Vols. IV and IX respectively. These are also quoted here :

There is a large amount of evidence (Wilson et. al. 1937, Wilson and Mitra 1938, Mitra 1940-41 and Varki et. al. 1955) which indicates that socio-economic factors play a significant role in the growth and development of children. Socio-economic status as a factor influencing personality development has been extensively investigated (Hollingshead 1959). The influence of socio-economic status had been extensively discussed by Bossard (1954). The role of socio-economic status on adjustments, attitudes and interests was studied by Shanmaugham (1956) Parameshwaran (1958) and Reddy (1978). In the context of rapid socio-economic change, the socio-economic status assumes importance as a variable and has to be considered in any psychological investigation.

Mathur (1974) found that students coming from high socio-economic condition, were of superior intelligence. Such students were also found to achieve better. According to John (1972) higher the occupational status, higher will be the percentage of marks scored by the children. Nair (1975) in his study points out that socio-economic status score of normal achievers is significantly greater than the mean socio-economic score of under-achieving students. George (1977) found that students from higher economic groups scored more than the lower economic groups in achievement.

2.5—An Overview :

On the basis of the review of the studies reported in this chapter, the following conclusions may be drawn :

1. There is a little agreement among the studies about the nature and extent of relationship between value, adjustment and attitude.

2. There are very few studies on inter-relationship between variables of values, adjustments and attitudes concerning the pupil-teachers or teachers.
3. One thing very important that emerges from the above studies is that only some of the studies are related to socio-economic status with only one or two variables i. e. value, adjustment, attitude, personality, interest, intelligence and development of students or teachers.
4. In interpreting the results, most of the researchers have only reported the facts but have not given any explanation to be obtained results.
5. The researchers have made use of a variety of tools and samples, hence it is difficult to compare the findings of these studies on the same footing. It is possible that the results of the different studies may vary due to the use of different variables of values, adjustment, attitude and also the varied nature of the sample. Hence, there is a need to replicate these studies to arrive at definite conclusions with regard to the mentioned variables, i.e. values, adjustment, attitude and socio-economic status.

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Method and Procedure

There are various types of studies in the field of education and psychology. As regards the present study, it may be taken as psycho-educational comparative and survey type study wherein an attempt has been made to investigate into an inter-relationship of values, adjustment and teaching attitude of pupil teachers at various levels of socio-economic status and to compare them psychologically and scientifically with each other in terms of each of the above personality variables exclusively and inclusively both.

In the present study an attempt has been made to investigate the problem in psychological way and to make the study and subsequent its result more objective by following the method of correlational comparison of different socio-economic status-groups of pupil teachers. J. W. Best has attributed explaining this method that :

"It involves the finding the pairs of students whose characteristics are as nearly alike as possible-age-sex, intelligence, home background, race and others-one of the

pair is assigned to the controlled group and other to the experimental group on the assumption that sums of equals are equal, the two groups would be equated, thus eliminating most of the variables except under the study".¹

As a matter of fact the present study is descriptive in nature as it does not attempt to test any causative hypothesis regarding the formation of the personality variables. It explores and systematically describes the inter-relationship of certain personality constituents such as values, adjustment, teaching attitude of pupil teachers of different sex on the basis of their socio-economic status. Since the teachers are the pivots for promoting the progressive and harmonious environment in order to make the students a good and successful citizen of the nation which is specially a paramount need for a democratic country like ours, the knowledge of their psychological components and their relationship will give clear perspective in formulating better educational policy and programme for their selection, training and employment, so that they may develop the main qualities of a good citizen and proper view in the students with regard to equality, liberty, fraternity and justice as well as progressive, prosperous and happy life of an individual and the nation as a whole keeping these facts in view it may be said that it is an exploratory correlational and survey type study which has tried to survey and analyse the obtained data scientifically and statistically on psychological footings to get maximum possible objective result with regard to inter-relationship of the aforesaid personality variables of the different socio-economic status groups of the pupil teachers that is why the present study attempted to know the level of inter-relationship of a values, adjustment and attitude with each other of the pupil teachers and to what extent they are moulded and patternised by the socio-economic status and what are the relationship with respect to these personality variables and their dimensions.

For the purpose of this investigation, the pupil teachers under study have been categorised in terms of low, average and

high socio-economic status in order to find out the level and dynamics of inter-relationship of the above variables of their personality.

3.1—Method :

In the present study the researcher used the normative survey method. Because the normative survey focus of concern is the description of the various aspects of reality. The intention in employing this strategy may be either to find out the nature of existing conditions or to be identify standards against which existing conditions can be compared or to determine the relationships that exist between specific events. In the present study the relationship of the variables has been described in detail.

The descriptive survey research, John W. Best (1983) states :

“involves events that have already taken place. The only elements that the researcher manipulates are his methods of observation and description in which he analyses relationships¹.”

And Kerlinger has also written as :

“Survey research is that branch of social scientific investigation which studies large and small population for universe by selecting and studying samples chosen from the population to discover the relative incidences, distribution and interpretations of sociological and psychological variables.”²

Due to the above reasons the normative survey method has been used in the present study.

3.2—Population :

The population of the present study consisted of all the pupil teachers (Teacher Trainees) who were studying in the Training Colleges of Avadh University of Eastern Uttar Pradesh. The population, being very large in number and vastly distributed

in spare, it was very difficult to contact it within the limited resources of the investigator. Moreover, it seemed a wasteful exercise to carry on the study with the whole population when only a small but representative sample could furnish the purpose of the study.

3.3—Sample :

In the present study, the researcher employed random sampling technique to draw the representative sample. The researcher employed random sampling technique or method to draw the sample because it gives each element in the population an equal probability of getting into the sample, and all choices are independent of one another and it also gives each possible sample combination an equal probability of being chosen. Random sampling ensures the law of statistical regularity which states that if on an average the sample chosen is a random one, the sample will have the same composition and characteristics as the Universe. This is the reason why random sampling is considered to be the best technique of selecting a representative sample.

As envisaged by Lindquist :

“sampling is a collection consisting of a popular subset of the object or individuals, which represents the population and is the basis for making inferences of certain facts of the population”.³

Within the limitations of time and resources, it is perhaps impracticable for any researcher to collect the data from each member of the population. That is why the only alternative is to draw the sample which can represent the whole population. Because of the fact, a sample is a small group which represents all the traits and characteristics of the whole population. As envisaged by Johnson :

“a representative sample is one in which the measurements made on its units, are equivalent to those which would be obtained by measuring all the elements of population except for the naccuracy due to the limited size of sample”.

So the sample has been taken on the basis of randomization.

3.4—Selection of the Tools :

The Tools are the most important constituent of the design of such study. Because the sum and success of the researcher and of the whole study itself fully depends upon the relevant as well as appropriate tools. The various methods and tools for measuring the personality and its constituents exclusively and collectively depend on the type of the work and the results aimed at the tools for testing and measuring the personal values, adjustment, attitude and socio-economic status are so varied that it was very difficult to choose one or another considering the type and nature of the population with which the present study is concerned. As a matter of fact :

“the selection of tools for a particular study depends upon the various considerations such as the objectives of the study, the amount of the time at the disposal of the investigator, availability of the suitable tests, personal competence of the investigator to administer, score and interpret the test results and the like”.⁴

Taking these factors into consideration, before the use of the tools, their usefulness, relevance, reliability and validity should be well thought. Therefore after due consideration as well as thorough deliberation and consultation with the experts in the field, the following standardised tools were selected to be used for the purpose in view of the nature and the objectives of the study :

- (A) Personal Values Questionnaire (P.V.Q.) by G. P. Sherry and R. P. Verma.
- (B) Adjustment Inventory for College Students (AICS) by A. K. P. Sinha and R. P. Singh.
- (C) Teacher Attitude Inventory (TAI) by S. P. Ahluwalia.
- (D) Socio-economic Status Scale (SESS) by B. Kuppuswamy.

3.5—Description of the Tools :

A—Personal Values Questionnaire (P. V. Q.)⁵.

In view of the different types of tools for measuring the values in India and abroad it was very difficult to select one or the other test to use for the present study. Therefore, after a thorough deliberation and consultation about the problem and objective of the study as well as suitability of the available tests, the investigator finally decided to use personal values questionnaire (P. V. Q.)⁵ by Dr. G. P. Sherry and Dr. R. P. Verma in the present study.

This test has been standardised on sound psychological footings and is comparatively more reliable and valid as well as has been found satisfactory by many M. Ed. and Ph. D. research scholars who have used in their academic research studies.

This Personal Values Questionnaire is in Hindi language and consists of ten namely—(1) Religious Value (Ka), (2) social Value (Kha), (3) Democratic Value (Ga), (4) Aesthetic Value (Gha), (5) Economic Value (Cha), (6) Knowledge Value (Chha), (7) Hedonistic Value (Ja), (8) Power Value (Jha), (9) Family Prestige Value (Ta), and (10) Health Value (Tha). This test is based on Indian conditions and traditions. This Inventory has 40 items and each item has three parts.

Validity

The validity of this test (P. V. Q.) has been obtained by finding out the hierarchy of values of a sample of 20 psychology students of B. A., Part II in two ways. Firstly, they were administered with P. V. Q. and the hierarchy of their ten values was determined. The two hierarchies have been correlated and the rank order co-efficient of correlation has been found to be 0.64 which is significant at 0.05 ($df=8$). Thus it may be said that this personal values questionnaire is fairly valid tool to determine the hierarchy of values of a group.

Reliability

The reliability is one of the most important characteristics of a tool which denotes how accurately the tool measures whatever it measures. As regards this test (P. V. Q.) two indices of reliability have been found out. Firstly, its reliability has been determined by Hoyt's method using analysis of variance, secondly, two test-retest reliabilities have been determined one after an interval of 11 months and other of three months. Three sets of reliability co-efficients are presented in the Table 3. 1:

TABLE 3.1

Indices of Reliability of P. V. Q.

Sl. No.	Values	Test-retest Reliabilities		Analysis of variance relia. (N=50)	Standard error of measurements
		Time g. 11 mo. (N=48)	Time g. 3 mo. (N=25)		
1. Religious Value		0.52	0.82	0.64	1.6
2. Social Value		0.45	0.66	0.47	1.9
3. Democratic Value		0.62	0.57	0.48	2.4
4. Aesthetic Value		0.47	0.65	0.56	1.8
5. Economic Value		0.67	0.70	0.70	2.0
6. Knowledge Value		0.59	0.63	0.50	2.2
7. Hedonistic Value		0.61	0.54	0.63	2.0
8. Power Value		0.55	0.53	0.63	2.1
9. Family Prestige Value.		0.57	0.85	0.67	1.6
10. Health Value		0.53	0.64	0.52	2.2

It may be observed that the reliability co-efficients obtained after a time gap of three months are fairly high which ranges from lowest reliability 0.53 (for power value) to highest reliability 0.85 (for family prestige value). According to Guilford (1954)

of the tools should be chosen even though their reliability may be order of only 0.50. Judged from this consideration the reliability of P. V. Q. seems to be good. Similarly the analysis of variance method of determining reliability yielded reliability co-efficients ranging from 0.47 for social value to 0.74 for the economic value. Hence these indices of reliability of the different scales of values are also satisfactory. Likewise it can be seen that the standard error of score for all the values become 2 on being rounded up. The error of 2 score units may be considered small when the scores can vary from 0 to 24. Therefore it may clearly be taken that the P. V. Q. is a quite reliable tool to measure the complex variables such as values and also fruitful to be used in the studies like the present one.

B—Adjustment Inventory for College Students (A. I. C. S)⁶ :

This Inventory developed by Dr. A.K.P. Sinha and Dr. R.P. Singh⁶ for college students has been taken for the collection of data on Adjustment. This inventory has been designed for use with Hindi knowing college students in India. This test seeks to segregate normal from poor adjusted college students of all grades in respect of the five areas. This test is helpful in screening the poorly adjusted students who may need further psychodiagnostic study and counselling. This inventory comprises 102 items i. e. Home—16, Health—15, Social—19, Emotional—31, Educational—21.

Reliability

Co-efficient of reliability was determined by (i) split-half method, (ii) Hoyt's analysis of variance method, (iii) K. R. Formula 20. Test-retest reliability was also determined by administering the test after a period of 3 weeks. The reliability co-efficients determined by different methods are given in the Table 3.2.

Validity

In item analysis by bi-serial correlation method validity co-efficients were determined for each item and only such items were

retained which yielded bi-serial correlation with both the criteria—
(i) Total score and (ii) area score, significant at 0.01 level.

TABLE 3.2

Reliability Co-efficients of the Inventory

Method used	Home	Health	Social	Emo- tional	Educa- tional	Total
Split half	0.87	0.83	0.96	0.95	0.97	0.94
Test-retest	0.85	0.82	0.95	0.94	0.96	0.93
Hoyt's Method	0.86	0.85	0.95	0.95	0.94	0.94
K. R. Formula-20	0.84	0.82	0.92	0.94	0.93	0.92

Inter correlations among the five areas of the inventory were calculated. The correlation matrix is appended in the Table 3.3 :

TABLE 3.3

Correlation Matrix of the Five Areas

Areas	Home	Health	Social	Emo- tional	Educa- tional
(a) Home	—	0.22	0.16	0.26	0.25
(b) Health	0.22	—	0.14	0.25	0.22
(c) Social	0.16	0.14	—	0.21	0.20
(d) Emotional	0.26	0.25	0.21	—	0.32
(e) Educational	0.25	0.22	0.20	0.32	—

As is evident from the above table, this test is quite appropriate and useful tool for determining the normal and poor adjustment of the college students which is one of the objectives of the present study. This inventory is again most suitable as

it covers the areas of adjustment of college students in a wider perspective than any other of its kind.

C—Teacher Attitude Inventory (T. A. I.)⁷ :

In the present study attitude has been taken as tendency of mental or emotional predisposition to react favourably or unfavourably towards teacher's professional effectiveness relating to the areas of—(i) teaching profession, (ii) class-room teaching (iii) child centred practices, (iv) educational process, (v) pupils and (vi) teachers.

This inventory is a 90 item Likert instrument consisting of six sub-scales. These sub-scales were developed by the Likert summated ratings procedure. Each scale has 15 statements that pertain to a particular aspect of prospective and practising teacher's professional attitudes.

Reliability

This test has been standardized on sound scientific and psychological footings as is evident from the fact that the reliability of this test has been estimated by the split-half (odd-even) method and found to be 0.79 (corrected to 0.88) for a sample of 239 prospective teachers. The test-retest, reliability co-efficients after the interval of 3 months and 9 months have been found to be .59 (N=102) and 0.64 (N=290). The details of reliability co-efficients, indices of reliability, corrected reliability co-efficients and standard errors of measurement are given in the Table 3.4.

Validity

Though determination of validity of an attitude inventory is very difficult task, yet the validity of this test has been determined through stimulus group technique which is presented in the Table No. 3.5.

For determining the concurrent validity, the scores on T. A. I. were computed with the scores on the Hindi Adoption

TABLE 3.4

Table showing the reliability co-efficients, indices of reliability, corrected co-efficients and standard errors of measurement

Sl. No.	Method	Reliability obtained	Co-efficients corrected	Index of reliability	Standard error of measurement
		r_{II}	r	r_{100}	
1.	Split-half (odd-even)	0.79	0.88	0.89	11.37
2.	Test-retest (3 months)	0.58	0.75	0.76	16.17
3.	Test-retest (9 months)	0.64	0.78	0.80	15.16
4.	Rational equivalence (KR 21)	0.54	0.70	0.73	20.10

TABLE 3.5

Table showing the mean, standard deviation and other measures of some selected groups

Sl. No.	Group	N	M	SE _m	SD	SE _{sd}
1.	B. A., Part I (Not offering Education elective).	56	230.53	2.94	21.98	2.09
2.	B. A., Part II (Not offering Education elective).	53	230.73	3.44	28.74	2.44
3.	B. A., Part I (Offering Education elective).	70	237.98	3.41	23.36	2.41
4.	B. A., Part II Offering Education elective).	47	252.91	4.65	33.91	3.30
5.	Practising teachers	122	251.41	2.78	30.70	1.97
6.	Prospective teachers (At the time of B.Ed. admission).	86	251.45	3.36	31.12	2.39
7.	Prospective teachers after 9 months of B. Ed. training).	86	256.29	3.60	33.38	2.56

of the M. T. A. I. developed by Dr. M. C. Joshi. The obtained correlation co-efficients in summary form is given in the Table 3.6 :

TABLE 3.6

Table showing correlation between scores on T. A. I. and M. T. A. I. scores N=79.

Variables	Correlation co-efficient
M. T. A. I. Scores and Scores on Factor I	+0.42
M. T. A. I. Scores and Scores on Factor II	+0.32
M. T. A. I. Scores and Scores on Factor III	+0.02
M. T. A. I. Scores and Scores on Factor IV	+0.27
M. T. A. I. Scores and Scores on Factor V	+0.23
M. T. A. I. Scores and Scores on Factor VI	+0.07
M. T. A. I. Scores and T. A. I. Scores	+0.23

The above table clearly shows that the high discriminatory power of the items is a testimony of its internal consistency. Hence this test is quite suitable and fruitful to judge the level of attitude of pupil teachers towards teaching profession as aimed at through this study.

D—Socio-Economic Status Scale (SESS)⁸ :

Socio-economic factors play an important role in the life of an individual or a society.

"It is a ranking of an individual by the society wherein he lives, in terms of material belongings and cultural possession alongwith the degree of respect, power and influence he holds". (Bharadwaj)⁹

Individuals differ with respect to the social class and economic status to which they belong. The socio-economic condition, obviously, refers to the social and economic condition of the family. Differences among individuals in respect of social and

economic condition significantly influence the development of their personality characteristics, especially the development of values, aspirations, interests, expectations, as well as other temperamental characteristics. Besides, socio-economic status, it determines the style of life, belief systems, instructions, attitudes and it also dominantly affects the treatment which an individual receives from others. In the present study, the socio-economic status of a family has been measured in terms of such indices of status, as the education, occupation and income.

Though there are various types of socio-economic status scale available to measure the social and economic status of an individual or a group, yet after thorough deliberation and consultations with the expert psychologists and educationists. The investigator finally decided to use this socio-economic status scale (urban) of B. Kuppuswamy in the present study. This scale has 21 items in three broad categories namely (A) Education, (B) Occupation and (C) Income. On the basis of this scale all the persons have been divided into five strata i.e., (i) Upper Class, (ii) Upper, Middle Class, (iii) Lower Middle Class, (iv) Upper-Lower Class and (v) Lower Class.

Validity

As has been mentioned in the manual by Kuppuswamy. The various methods have been used to test the validity of the scale which are—(a) Matching against outside criterion, (b) Distribution patterns, and (c) Comparison of dichotomous groups. Besides, in order to ascertain appropriate weights for each of three variables, a discriminant function analysis was made. An attempt was also made to determine the extent to which each variable contributes to class affiliation. Further it was also tried to find out if there will be a significant loss in forecasting efficiency provided information regarding education, which contributes the least, is eliminated.

As Kuppuswamy says on the basis of the obtained values given in the concerning manual, this scale worked satisfactorily

for the social classes. Moreover, several Post-graduate and Ph. D. research scholars who have already used this scale, have found it very satisfactory and valid to a great extent. This scale, is therefore, quite suitable, valid and useful for measuring the socio-economic status of pupil-teachers under study.

3.6—Procedure for Collection of Data :

There are so many training colleges imparting the training for secondary school teachers for their professional fitness, yet in terms of the aims and the design of the study, pupil teachers of B. Ed. classes of different affiliated colleges of Avadh University, Faizabad, were to be included in the sample. Therefore, before to begin with the sampling work, the principals of all the ten concerning colleges of Avadh University running with B. Ed. classes, were contacted and apprised of the purpose by the investigator. They very kindly intimated the suitable date and period with the assurance to provide full co-operation for collection of data. Accordingly the investigator proceeded further to collect the data to form the sample. The investigator visited the concerning institutions one by one as per programme already fixed and sought for the co-operation of the principals and other concerning staff of the institutions who very kindly extended their full co-operation and help in order to select the male and female pupil-teachers to form the sample.

The purpose of administering the tests was fully explained to the pupil teachers. It was made clear to them that it was a purely research work and the test would not affect in any way their examination results. They were assured that answers and informations given by them through these tests would be kept confidential. It was told to them that one by one four tests would be administered on them and they should answer freely, honestly and correctly without any hesitation or fear within the time specified for a particular test. Doubts raised by them were removed. As a result of a good rapport, the pupil teachers participated in testing programme whole heartedly and then one by one all the four tests were administered on them.

(1) METHOD OF ADMINISTRATION

A—Personal Values Questionnaire (P. V. Q.)

The subjects were motivated and convinced in all respects. Answer sheets were distributed to them. They were advised to put their name, age, sex, class, place of residence etc. in the columns provided for the purpose. It was explained to them that they have to give their answer in the answer sheets to each of the items given therein. Method of answering the question was explained practically through the examples. The following instructions given in the manual and answer sheet were read out loudly and made known to them.

They were instructed that :—

- (i) This questionnaire has been prepared to know what you like in same circumstances.
- (ii) There has been given three answers to each of the questions contained in this questionnaire.
- (iii) According to the example given therein all the three answers should be given order by you according to your liking.
- (iv) The answer which you like most, please put the tick (✓) mark in the bracket given against each answer.
- (v) The answer which you like least, put the cross (×) mark in the bracket against the same and the remaining answer should be left unticked or uncrossed.
- (vi) One answer is to be ticked (✓) and one is to be crossed (×) only.
- (vii) In addition to the answers given in each circumstance, there may be different answers which you like or dislike most. But you have to think over only the answers given therein.
- (viii) It is not knowledge test so every answer will be taken as right. Therefore you give your answer freely, honestly

without even a least care whether the society likes or dislikes the same.

(ix) All the questions are to be answered and no one is to be left unattempted.

(x) The answer given by you will be kept confidential.

(xi) The answer which you think right first, mark the same.

There is no time limit but complete the questionnaire as quickly as you can and return the same.

After explaining again through practical examples, the questionnaire was distributed to the subjects. The continuous vigil was kept by the investigator over them while they were answering. Soon after the questionnaire was completed, the investigator collected the same from the subjects.

B—Adjustment Inventory for College Students (A. I. C. S.)

Giving two hours gap after administering the first test (P. V. Q.), this inventory of adjustment was distributed to the subjects. They were instructed to write their name, age, sex, place of residence, date etc. on the answer sheets. It was clarified to them that every item of the inventory had two choices 'Yes' and 'No'. You draw a circle around one which is related with you most. They were instructed :

(i) Do not open or turn any page of this booklet till you are told to do so.

(ii) Do not make any mark in this booklet and handle it with care.

(iii) In this booklet some questions relating to your personality have been given and your answers are to be marked on the separate answer sheets provided for the purpose.

(iv) You will find two cells against each question on the answer sheet. Look from your side to the left hand, cell which indicates "Yes" response while the right hand

cell is indicative of "No" response. Out of these two cells, you have to draw a circle around any one which is most applicable to you. Keep in mind that no item is false or true. Actually what is true with you, draw a circle around the same only. If the answer of a question is "Yes", draw a circle around on the left hand cell and if it is "No" draw a circle on the right hand cell.

They were again explained the method of answering by examples and advised to start the answering work. The doubts raised by them were removed. Soon after they completed the test, the same was collected from them.

C—Teacher Attitude Inventory (T. A. I.)

Administering of this test was taken up next day i.e., one day after the above two tests were administered on the subjects. The test booklet alongwith the answer sheets were distributed to the subjects advising them to be seated properly and quietly as they have to be administered with two tests one by one today also. To begin with the testing work, firstly, all the instructions given in the manual and in the item booklet were readout loudly and explained to them clearly emphasising on the following points :

- (i) This schedule consists of 90 statements aimed at to know the professional attitudes of the teachers. There is no predecided right or wrong answer to these statements. By these it is being tried to know what is your opinion in this connection. Read each statement and decide as to what you think or feel about it. To do as such you have to express your opinion by putting a tick (✓) mark in one of the five boxes given against the serial no. of each item mentioned in the answer-sheet. If you strongly agree, put a tick (✓) mark in the box no. 1, if agree in box no-2, if undecided in box no. 3, if disagree in box no. 4 and if strongly disagree then in box no. 5

mentioned under the head strongly agree, agree, undecided, disagree, and strongly disagree respectively.

- (ii) You should be honest and free in expressing your opinion because there is no question of right or wrong of being agree or disagree.
- (iii) One of the five boxes against the serial no. of each item must be marked with tick (✓) mark. Do not leave any item unattempted.
- (iv) During the course of giving the answer, think in terms of the general situation rather than a specific one.
- (v) There is no time-limit, but complete it as quickly as possible.
- (vi) Remember you should not write anything in the schedule booklet. Read each statement in the booklet and express your opinion putting the tick (✓) mark in any of the five boxes given in the answer sheet.

They were again explained by giving the examples and asked to express their opinion accordingly. When inventory was completed by them the investigator collected the same.

D—Socio-Economic Status Scale (SESS)

Soon after the above test was completed, a suitable gap of an hour was given. Thereafter the subjects were seated and this test was distributed to them. They were advised to keep quiet and silent. In this way a good rapport was established with them. Everything was made known to them practically by giving the examples. Then they were asked to start answering the test items emphasising the following points :

- (i) Since this test comprises three areas i. e., Education, Occupation, and Income of various grades from lower to upper, they should give correct information freely and honestly for each item without any hesitation otherwise that will affect the result adversely.

- (ii) They should give correct information against each item of each area mentioned separately in the answer-sheet. No item should be left unattempted by them.

Their doubts and difficulties were removed. They were, then, asked to start answering from item one to the last. Though there was no time-limit, yet they were advised to complete it timely. Soon after the subjects completed the test, the answer sheets were collected from them.

(II) METHOD OF SCORING

A—Personal Values Questionnaire (P. V. Q.)

The scoring procedure was followed as advised in the manual. According to which two score has been assigned for check mark (✓) showing the most preferred value, zero for a cross (×) showing the least preferred value and one for the blank () or unmarked item showing the intermediate preference for the value. Some time it was found that the respondents left some questions unanswered. If the number of such questions were 4 or less, then each item of the unanswered question was given one score. If their number was more than four, the questionnaire was rejected. In all the cases, the scores were recorded in the appropriate bracket. The correctness of scoring and recording of the totals for all values was checked by summing the total for all of them on each page separately. If the grand total was found to be 24 then the scoring was taken as correct provided that compensating errors had not been committed. In this way scoring of each answer sheet of this test was done.

B—Adjustment Inventory for College Students (A. I. C. S.)

The scoring of each answer sheet of this test was done with the help of transparent scoring keys provided for the purpose. The responses marked under circle were taken in to account. Each of such responses was given a weightage of one score in terms of the concerning manual. The scores were calculated

separately for each area i.e., (i) Home, (ii) Health, (iii) Social, (iv) Emotional and (v) Educational, and entered in the columns meant for the purpose for each area. The total of the scores of all the five areas were also computed and entered in the specified column. By this procedure the scoring of all the answer sheets was done.

C—Teacher Attitude Inventory (T. A. I.)

This test consists of six areas of teacher's attitude. For the purpose of scoring, the scoring keys have been provided separately for each area with the help of which scoring of each answer sheet was done. According to the manual each item has been assigned alternatively a weight ranging from four (strongly agree) to zero (strongly disagree) for favourable items. As regards the unfavourable items the range of weight is reversed i. e., from zero (strongly agree) to four (strongly disagree). Accordingly all the answer sheets were scored out. The attitude score of a subject was taken as the sum total of item scores of all the six sub-scales meant separately for six areas as stipulated above.

D—Socio-Economic Status Scale (SESS)

As per procedure given in the manual and also in terms of score card, the scoring was done. For each item of all the three areas i. e., Education. Occupation and Income separately. The sum of the scores at the answer sheet was noted in column specified for the purpose. Again the grading thereof was determined in terms of the score card for each area giving the weightage, as the case may be, from 1 to 7 (lower to upper) for Education, 1 to 10 (lower to upper) for Occupation and 1 to 12 (lower to upper) for Income. Thereafter total score of the grading was entered in the column specified for the purpose in the score card. On the basis of which, class at socio-economic status of each individual subject was determined.

3.7. Description of Sample

(i) Institution & Sex-wise Distribution of Sample

One thousand of pupil teachers of both sex (Male and Female) were administered with all the four tests one by one

after giving suitable gap. Thereafter, out of those tested pupil-teachers, only five hundred male and female pupil-teachers were selected separately from each college on the basis of sorting out their answer sheets randomly from the lot of the answer sheets of one test and then accordingly three of the other tests. In this way the sample, consisting of five hundred pupil teachers male and female both of B. Ed. class, was formed which serves as an experimental group and represent the whole population of the pupil teachers. The details of the samples of both the sex are given below separately in Table 3.7:

TABLE 3.7

Table showing the details of the sample drawn
from the different B. Ed. Training Colleges of
Avadh University, Faizabad.

Sl. No.	Name of the Institution	Number of the pupil teacher		
		Male	Female	Total
1.	K. S. Saket P. G. College, Faizabad.	45	15	60
2.	B. N. K. B. P. G. College, Akbarpur, Faizabad.	31	09	40
3.	Kishan P. G. College, Bahraich.	39	11	50
4.	S. L. B. Shastri P. G. College, Gonda.	44	16	60
5.	M. L. K. P. G. College, Balrampur, Gonda.	30	10	40
6.	M. D. P. G. College, Pratapgrah	39	21	60
7.	M. M. P. G. College, Kalakankar, Pratapgrah.	29	11	40
8.	R. S. S. Degree College, Dhidhui, Pratapgarh.	27	08	35
9.	K. N. Institute, Sultanpur	52	18	70
10.	R. R. P. G. College, Amethi, Sultanpur.	31	14	45
Total :		367	135	500

On the basis of above Table i. e., Table 3.7, it is clear that the 500 student-trainees have been taken for the study. These 500 pupil teachers consisting of 367 male (73.4%) pupil teachers and rest 133 female (26.6%) pupil teachers, Male pupil teachers are about 2.75 times more than the female teachers. This indicated the poor percentage of female pupil teachers in the College of Avadh University. The highest number of the sample i. e., 70 pupil teachers have been taken from K. N. I., Sultanpur while the lowest number of the pupil teachers i. e., 35 have been taken from R. S. S. Degree College, Dhidhui. In the rest colleges the number of pupil teachers varies from 40 to 60 pupil teachers from each college. This distribution is quite normal. All the ten colleges of Avadh University, Faizabad have been taken for the present study.

The above 500 pupil teachers have been taken randomly from the ten colleges of Avadh University, Faizabad. Location of these colleges have been shown in the (Fig. 1).

(ii) Socio-Economic Status and Sexwise Distribution of Sample

First of all the scores on the socio-economic status scale was found out and on the basis of which subjects were categorised in terms of the manual and the score card was placed in four classes from top to bottom (I, II, III and IV). As regards the class V, none was found worthy to be placed therein on the basis of SESS scores. Their classification on the basis of SESS scores is given in the Table 3.8.

The socio-economic Status-wise distribution is presented in the Table 3.8. On the basis of SES five classes have been formed and no pupil teacher comes in the last class i. e., class V (lower class). This clearly indicates that the pupil teachers or students of poor family are not able to get the educational benefits in the region of Avadh University. In the 1st upper class has only 5 male (1%) and 24 female (4.8%) pupil teachers. The Second strata or class consists 106 male (21.2%) and 89 female (17.8%) pupil teachers. Here the number of male teachers is

1. M.M. P. G. College, Kalakankar, Pratapgarh.
2. M.D. P. G. College, Pratapgarh.
3. R.S.S. Degree. College, Dhidhui, Pratapgarh.
4. R.R. P. G. College, Amethi, Sultanpur.
5. K.N. Institute, Sultanpur.
6. Kisan P. G. College, Bahraich.
7. M.L.K. P.G. College, Balrampur, Gonda.
8. S.L.B.S. P.G. College, Gonda.
9. K.S. Saket P.G. College, Faizabad.
10. B.N. K.B. P.G. College, Akbarpur, Faizebad.

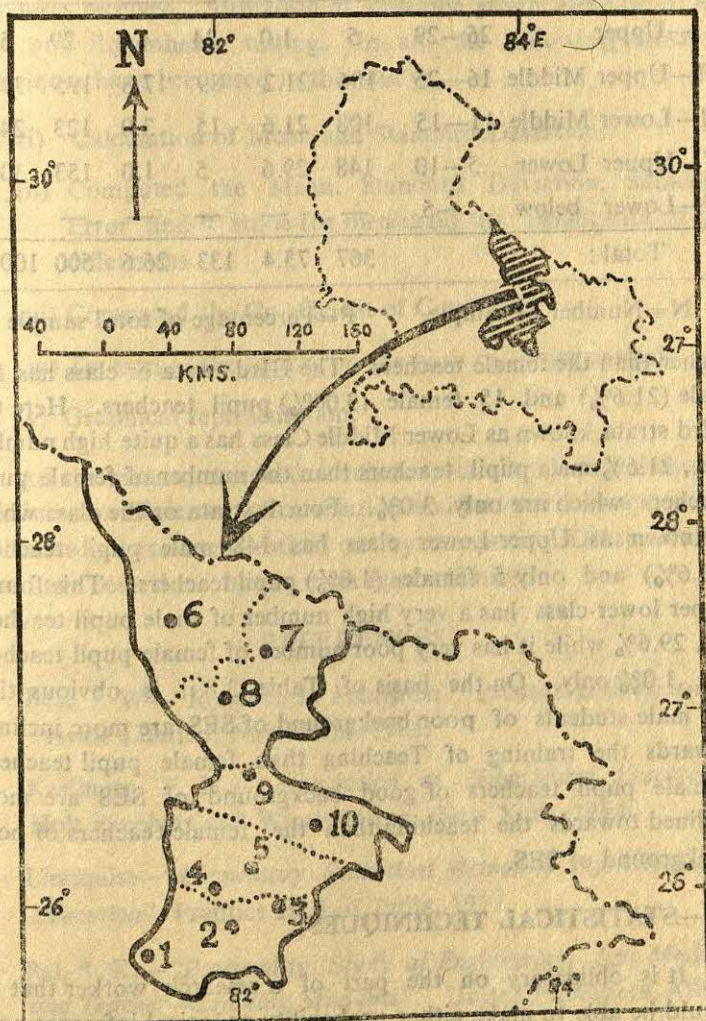


Fig.1. Location Of B.ED. Colleges Of Avadh University, Faizabad in U.P.

Table 3.8

Table showing the SES class and sex-wise distribution of the sample

SES class	Score Range	S A M P L E					
		Male		Female		Total	
		N	P	N	P	N	P
I—Upper	26—29	5	1.0	24	4.8	29	5.8
II—Upper Middle	16—25	106	21.2	89	17.8	195	39.0
III—Lower Middle	11—15	108	21.6	15	3.0	123	24.6
IV—Upper Lower	5—10	148	29.6	5	1.0	153	30.6
V—Lower below	—5	—	—	—	—	—	—
Total :		367	73.4	133	26.6	500	100.0

N=Number of sample, P=Percentage of total sample

higher than the female teachers. The IIIrd strata or class has 108 male (21.6%) and 15 female (3.00%) pupil teachers. Here the IIIrd strata known as Lower Middle Class has a quite high number i. e., 21.6% male pupil teachers than the number of female pupil teachers which are only 3.0%. Fourth strata or the class which is known as Upper-Lower class has 148 male pupil teachers (29.6%) and only 5 female (1.0%) pupil teachers. This fourth upper lower class has a very high number of male pupil teachers i.e., 29.6% while it has very poor number of female pupil teachers i. e., 1.0% only. On the basis of Table 3.8 it is obvious that the male students of poor background of SES are more inclined towards the training of Teaching than female pupil teachers. Female pupil teachers of good background of SES are more inclined towards the teaching than the female teachers of poor background of SES.

3.8—STATISTICAL TECHNIQUES

It is obligatory on the part of a research worker that he should be able to make either probability or logical inference con-

cerning the tenability of the testable hypotheses. The acceptance or rejection of these hypotheses will ultimately determine the contribution of the investigation of the scientific development of a particular area. This is specially true for statistical techniques in the analysis for interpretation of the data. Certain statistical techniques had to be used in connection with the estimation of responses received, formation of criterion group, analysis of the data and hypotheses testing. In all, the following statistical techniques have been used in this study.

- (i) Calculation of Mean and Standard Deviation.
- (ii) Computed the Mean, Standard Deviation, Standard Error and 't' value for measuring the significance of the differences.
- (iii) Computed the Co-efficient of Correlation.
- (iv) To extract the factors on the basis of factor analysis.
- (v) Graphical representation.

All the means, standard deviation, standard error of means, 't' values, co-efficients of correlation and factor matrix appearing in this study have been worked out by computer. Other calculations have been done by the investigator himself.

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Analysis and Interpretation of Data

In the previous chapter, the method and procedure of the present study have been presented in detail. In this chapter organisation, presentation, analysis and interpretation of data have been discussed in the following paras :

Whole of the sample (500) was to be divided in five groups with the help of the scores on Socio-economic status scale. However, there were no cases found in the lower socio-economic status group hence only four groups were left to be studied. Group 1 denotes upper socio-economic status group comprising of 5 males and 24 females. Group 2 is named as upper middle SES group and consists of 106 males and 89 females. Group 3 is known as lower-middle SES group and has 108 males and 15 females. The group 4 consists of 148 males and 5 females and is named as upper lower SES group. Thus total sample comprises of 367 male and 133 female pupil teachers of various training colleges of Avadh University, Faizabad (U. P.).

Before entering in the actual analysis of the findings it seems worthwhile, for the sake of brevity, to mention some abbreviated forms used in the discussion.

Details	Abbreviation
SES Group 1 (Upper Socio-economic Status Group)	G ₁
SES Group 2 (Upper Middle Socio-economic Status Group)	G ₂
SES Group 3 (Lower Middle Socio-economic Status Group)	G ₃
SES Group 4 (Upper Lower Socio-economic Status Group)	G ₄
Mean Adjustment Scores	MADS
Mean Attitude Scores	MATS
Mean Value Scores	MVS

The statistical analysis of the data speaks as follows :

4.2—Analysis on the Basis of Group-Mean :

A—Interpretation of Adjustment Scores—

TABLE 4.1

Table showing mean and SD of pupil teachers of different sub-groups and composite SES (Socio-economic-Status) group at adjustment inventory:

Sl. No.	SES Group	M SD	Adjustments				
			Home	Health	Social	Emotional	Educational
1. Group	I	M	2.069	2.655	6.724	10.556	4.517
		SD	2.251	2.058	2.153	4.961	2.641
2. Group	II	M	3.236	3.456	7.595	11.610	5.615
		SD	2.830	2.116	2.844	4.935	2.751
3. Group	III	M	3.919	3.244	7.138	11.057	5.927
		SD	3.045	2.393	2.464	4.282	3.145
4. Group	IV	M	4.444	3.549	6.843	10.654	5.745
		SD	2.600	2.655	2.506	4.053	2.864
5. Total		M	3.706	3.386	7.202	11.120	5.668
		SD	2.854	2.330	2.630	4.529	2.889

The above table helps to classify and place the group in different categories according to the table given below which of course, is an excerpt from Table 6 of the Manual for Adjustment Inventory for College Students by Dr. A. K. P. Sinha and Dr. R. P. Singh.

(i) HOME ADJUSTMENT

Excerpt of Table 6 of Home Adjustment Area

Area	Category	Description	Range of scores	
			Male	Female
Home	A	Excellent	0—1	0—1
	B	Good	2—3	2—3
	C	Average	4—7	4—5
	D	Unsatisfactory	8—9	6—8
	E	Very Unsatisfactory.	10 & above	9 & above

The perusal of the Home Column or first column of Table 4.1 reveals that upper and upper middle SES groups can be placed in 'B' category and lower middle and upper lower sub-groups can be placed in 'C' category. Total SES group in the study can be placed in 'C' on the basis of its mean (3.706 or 4.0 approximately). In short it can be mentioned that upper and upper middle SES groups have good adjustment in home area and lower middle, upper lower and total SES groups show average adjustment in home area.

(ii) HEALTH ADJUSTMENT

The perusal of health area column i. e. second column of Table 4.1 reveals that upper SES group (Mean=2.655), upper-middle SES group (Mean=3.456), lower middle SES group (Mean=3.244) and total SES group (Mean=3.386) can be classified in 'B' category but upper lower SES group (Mean=3.549) can be put in 'C' category. Thus it can be said that upper, upper middle, lower middle and total socio-economic status groups

Excerpt of Table 6 for Health Adjustment Area is as follows :

Area	Category	Description	Range of scores	
			Male	Female
Health	A	Excellent	0—1	Zero
	B	Good	2—3	1—2
	C	Average	4—5	3—6
	D	Unsatisfactory	6—8	7—9
	E	Very Unsatisfactory	9 & above	10 & above

show good adjustment in health area whereas upper-lower SES group shows average adjustment in relation to health.

(iii) SOCIAL ADJUSTMENT :

Excerpt of Table 6 for Social Adjustment Area

Area	Category	Description	Range of scores	
			Male	Female
Social	A	Excellent	0—2	0—3
	B	Good	3—6	4—6
	C	Average	7—9	7—9
	D	Unsatisfactory	10—12	10—12
	E	Very Unsatisfactory.	13 & above	13 & above

The perusal of third column of the Table 4.1 keeping in view the excerpt table given above reveals that total SES group along with its four sub-groups can be categorised as 'C'. Thus it can be mentioned that total SES group as well as its four sub-groups show average adjustment in the social area.

(iv) EMOTIONAL ADJUSTMENT :

Excerpt of Table 6 for Emotional Adjustment Area is given below :

Area	Category	Description	Range of scores	
			Male	Female
Emotional	A	Excellent	0—1	0—1
	B	Good	2—7	2—7
	C	Average	8—15	8—14
	D	Unsatisfactory	16—21	15—21
	E	Very Unsatisfactory	22 & above	22 & above

While keeping in view the range of scores of different categories, the perusal of the column of Table 4.1 related to emotional adjustment reveals that means of all SES sub-groups along with total SES group range from 10.556 to 11.610. Thus all the groups fall in 'C' category. As a result it can be inferred that total SES group as well as its sub-groups show average emotional adjustment.

(v) EDUCATIONAL ADJUSTMENT :

Excerpt of Table 6 for Educational Adjustment Area is given below :

Area	Category	Description	Range of scores	
			Male	Female
Educational	A	Excellent	0—1	0—1
	B	Good	2—4	2—4
	C	Average	5—9	5—8
	D	Unsatisfactory	10—14	9—12
	E	Very Unsatisfactory	15 & above	13 & above

TABLE 4.2

Table showing mean-attitude scores alongwith SDs of total group as well as sub-groups of SES on teacher attitude inventory.

Sl. No.	SES group	M SD	Teaching, profession	Class-room teaching.	Child centered	Attitude		
						Educational process	Pupils	Teachers
1.	Group I	M SD	38.966 7.748	41.241 5.090	44.241 5.370	43.035 7.283	39.690 6.072	40.690 5.733
2.	Group II	M SD	39.754 8.177	39.210 6.188	43.795 6.330	43.728 7.145	37.980 6.797	39.836 6.842
3.	Group III	M SD	40.081 7.558	38.894 5.601	43.048 6.367	42.398 6.687	37.114 6.653	39.398 6.995
4.	Group IV	M SD	41.144 7.706	39.346 5.981	43.131 6.748	42.235 7.189	37.092 6.668	40.405 7.077
5.	Total	M SD	40.241 7.865	39.292 5.930	43.434 6.413	42.904 7.069	37.594 6.697	39.952 6.888

While keeping in mind the range of scores of various categories, the perusal of the last column of Table 4.1 which speaks about the means and standard deviations of SES groups in educational adjustment area, reveals that means in the column range from 4.517 (5 approximately) to 5.927. Since this range is well within the 'C' category range. Hence it may be inferred that total SES group alongwith its four SES sub-groups show average adjustment in educational area.

B—Interpretation of Attitude Scores:

Since the sample of this study is of Uttar Pradesh it is worthwhile to compare mean attitude scores of the study in the perspective of Uttar Pradesh norms for the interpretation.

An excerpt of the norm-table from the Manual for Teacher Attitude Inventory by Dr. S. P. Ahluwalia, first published in 1978 is being given below for use in the various areas of attitude.

(i) ATTITUDE TOWARDS TEACHING PROFESSION :

Span of scores for average category is 35.04 to 45.64.

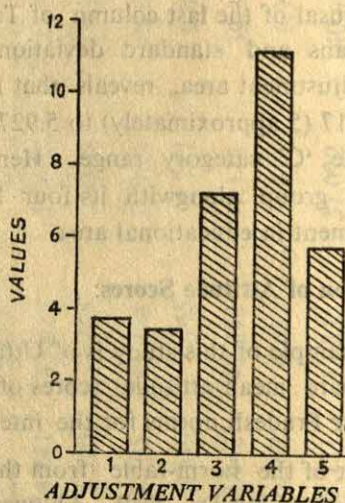
Keeping in mind the abovementioned limits of average category a glance at mean attitude-scores present in first column of Table 4.2 related to different sub-groups alongwith total group of socio-economic status scale. All the mean attitude-scores of this table have their span (38.966 to 41.144). Thus it is apparent that is span is well within the limits of average category. Hence it can be said that total SES group alongwith its four sub-groups have average or satisfactory and conducive attitude towards teaching profession. SDs in the table do not differ significantly from norm—SDs.

(ii) ATTITUDE TOWARDS CLASS-ROOM TEACHING :

Span of scores for Average category is 35.94 to 44.20.

While going through the second column related with attitude towards class-room teaching it is found that the span of various

ADJUSTMENT OF TOTAL PUPIL-TEACHERS



1. Home 2. Health 3. Social 4. Emotional 5. Educational

ATTITUDE OF TOTAL PUPIL-TEACHERS

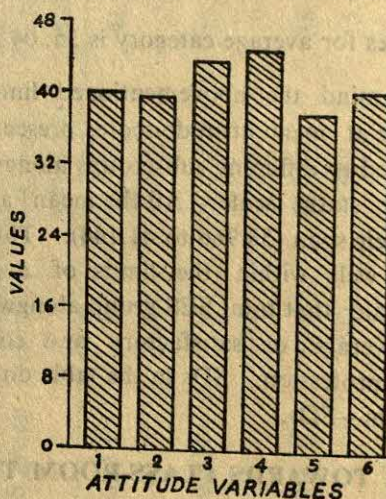


Fig. 3

1. Teaching Profession.
2. Class Room Teaching.
3. Child Centred Practices.
4. Educational Process.
5. Pupils
6. Teachers.

TABLE—X

Table showing Mean and Standard Deviation of Uttar Pradesh Norming Population :

M/SD	N	ATTITUDES				
		I Teaching profession	II Class-room teaching	III Child- centred practices	IV Educational process	V Pupils Teachers
M	691	40.34	40.07	39.85	45.04	38.77
SD		8.83	6.88	5.72	6.64	7.85
Span of		35.04	35.94	36.42	41.06	34.06
Average cat.		to	to	to	to	to
scores.		45.64	44.20	43.28	49.02	43.48
						40.30
						6.39
						36.47
						44.13

mean-attitude scores belonging to four SES sub-groups and one total SES group is from 38.894 to 41.24. This span lies within the span of scores for average category. Thus it can be said that all the four SES sub-groups alongwith total SES group have almost the same and average or conducive attitude toward classroom teaching. SDs in this column do not significantly differ from norm SDs.

(iii) ATTITUDE TOWARDS CHILD-CENTRED PRACTICES:

Average category score-span is 36, 42, to 43.28.

A look in the third column of Table 4.2 which is related to means and SDs of four SES sub-groups and one total SES group reveals that only lower middle and upper lower SES groups have their means within the average category score span. Other 3 means belonging to upper SES group, upper-middle SES group and total SES group have shown their placement in the better category than average. Thus it can be said that pupil teachers of upper and upper-middle SES groups have helped the total SES group to bear a positive and favourable attitude towards child-centred practices. SDs of the column are not significantly different from norm SDs.

(iv) ATTITUDE TOWARDS EDUCATIONAL PROCESS:

Average category score—span is 41.06 to 49.02.

The fourth column of the Table 4.2 gives means and SDs of attitude scores of four SES sub-groups and one total SES group in educational process area. Five available means lie within 42.235 to 43.728. Since this span is well within the average category score-span it can be said that total SES group alongwith its SES sub-groups fall in average category while showing attitude towards educational process.

(v) ATTITUDE TOWARDS PUPILS :

Average category score span is 34.06 to 43.48.

The fifth column of the Table 4.2 speaks about the mean-attitude scores with SDs of total SES group alongwith its four

TABLE 4.3

Table showing mean and standard deviation of the scores of values of pupil teacher of different SES groups:

Sl. No.	SES Group	M	SD	relig. value	soci. value	demo. value	aest. value	econ. value	knov. value	hedo. value	powe. value	fami. value	heal. value
1	I	M		9.62	16.90	15.00	12.69	9.60	15.93	8.10	9.62	11.38	11.07
		SD		3.31	3.94	3.14	3.46	3.39	3.89	3.37	2.99	4.42	3.96
2	II	M		11.55	16.93	13.94	11.28	8.80	16.50	8.67	8.54	11.08	12.80
		SD		3.72	3.32	3.31	3.33	3.75	3.24	2.94	2.90	3.99	3.51
3	III	M		12.28	16.73	13.49	10.20	8.07	16.15	9.73	8.76	11.59	13.16
		SD		3.51	3.41	3.20	3.19	3.53	3.53	2.78	2.80	3.92	3.66
4	IV	M		12.60	16.59	14.07	9.67	8.80	15.56	9.18	9.95	11.20	12.86
		SD		3.88	3.22	3.46	2.77	3.58	3.41	2.73	2.99	3.79	3.63
5	Total	M		11.94	16.78	13.93	10.60	8.67	16.09	9.06	8.97	11.26	12.81
		SD		3.76	3.34	3.33	3.25	3.64	3.42	2.90	2.94	3.93	3.62

SES sub-group pupil-teachers. It is found that mean scores range from 37.092 to 39.690. This range of scores lies within average category score-span. Thus total SES group as well as four SES sub-groups of pupil teachers fall in average category while showing their attitude towards pupils.

(vi) **ATTITUDE TOWARDS TEACHERS :**

Average category score span is 36, 47 to 44.13.

The last column of Table 4.2 gives mean attitude scores of pupil teachers falling in four SES sub-groups and total SES group alongwith SDs. Standard deviations found in this column are not significantly different from the norm SDs. Different mean attitude scores range from 39.398 to 40.690. However, this range is well within average category score-span. Thus four SES sub-groups and total SES group show similar and conducive attitude towards teachers.

C-Interpretation of Value Scores:

(1) Religious Value:

The first column of the abovementioned table gives means and SDs of four SES group and one total SES group of pupil teachers expressing their religious values. The interpretation will be meaningful only when these mean-value-scores are converted in either corresponding T-scores or Sten scores or percentile ranks with the help of Table no. 5 (pp. 18 and 19) and the interpretation is sought with the help of the derived scores in Table 2 (p. 10) of the Manual for Personal Values Questionnaire (PVQ) by Dr. (Mrs.) G. P. Sherry and Dr. R. P. Verma, National Psychological Corporation, Agra, 1981.

Thus means of different SES groups attain T-scores as follows:

Upper SES group (9.62-44), Upper-middle SES group (11.55-48). Lower middle SES group (12.28-48), upper-lower SES group (12.60-49) and Total SES group (11.94-48).

These T-scores except the first fall under average category whereas the first T-score lies in the low value category. While

summarising the results it can be said that pupil teachers of upper SES group show low religious value whereas the rest SES sub-group and total SES group have average religious value i. e. all except Upper SES group value i. e. religious value as worthwhile, whereas upper SES group does not give due weightage to religious values.

(2) Social Value:

The various mean-value scores present in the second column of Table 4.3 have 52 T-scores. Table-2 of the manual places this T-score in average category. It goes to show that total SES group along with its sub-groups have moderate social value. They regard this value moderately.

(3) Democratic Value:

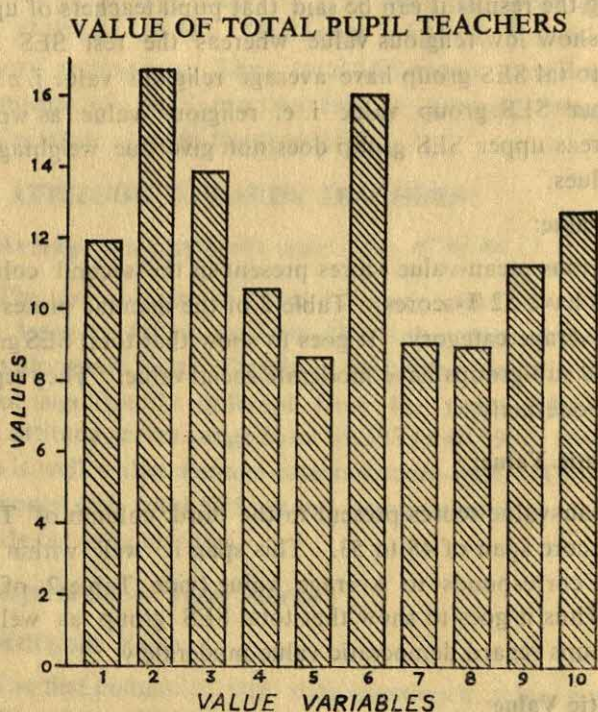
The mean-value scores present in the third column of Table 4.3 have T-score span of 48 to 53. This span is well within the range which corresponds to average value (vide Table-2 of the manual). Thus it goes to show that total SES group as well as SES sub-groups regard democratic value moderately.

(4) Aesthetic Value:

Derived T-score span of mean-value scores present in the fourth column of Table 4.3 is 46 to 53. This score span is characterized as average (for average T-score span is 46 to 54). However, lower middle and upper lower SES groups are at lower brim of this span. It goes to show that total SES group along with SES sub-groups 1 and 2 have slight edge over the SES sub-groups 3 and 4. Thus it may be said that pupil-teachers of this study regard aesthetic value as something to be retained for their betterment.

(5) Economic Value:

The derived T-score span corresponding to the mean value-scores found in fifth column of Table 4.3 is 49 to 54. This T-score span, in turn, lies well within range characterized as average. Hence total SES group as well as its sub-groups show moderate regard to economic value.



1. Religious.
2. Social.
3. Democratic.
4. Aesthetic.
5. Economic.
6. Knowledge.
- 7- Hedonistic.
8. Power.
9. Family Prestige.
10. Health.

Fig. 4

(6) Knowledge Value:

The derived T-score span corresponding to mean value-scores present in 6th column of Table 4.3 is 52 to 54. This again shows that total SES group alongwith its sub-groups regard knowledge value moderately.

(7) Hedonistic Value:

The mean-value-scores in the seventh column of Table 4.3 have their corresponding T-score span to be 48 to 53. This T-score span is characterized by average order of value. Hence total SES group as well as its sub-groups regard hedonistic value moderately.

(8) Power Value:

The derived T-score span corresponding to mean-value-scores of the eighth column of Table 4.3 is 55 to 58. This T-score span is characterized as high. Thus it goes to show that pupil teachers, as a community, have high regard for the power value irrespective of the SES sub-groups they belong to.

(9) Family Prestige Value:

Different mean-value-scores in this area given in the 9th column (Table 4.3) have their corresponding T-scores falling in the range characterized as average. Thus it goes to show that total SES group alongwith its sub-groups tend to manifest moderate acceptance of family prestige value.

(10) Health Value:

Health value means and standard deviations are given in the last column of Table 4.3. While rounding off the mean value-scores, two scores (either 11 or 13). T-score for raw score 11 is 42. This T-score lies in the range characterized as low grade value. It is shown by SES sub-group 1 or pupil-teachers of upper socio-economic group. This group of pupil teachers has low regard for health area. Rest SES sub-groups and total SES group have T-score of 48. It lies in average. Thus pupil-teachers of SES

TABLE 4.4

Table showing the significance levels of difference of mean Adjustment scores of MPT and FPT with 498 degree of freedom:

Sl. No.	Adjustment Variable	Sex group	No. of Cases	Mean	SD	Stand. error	t-value	Sig.
1.	Home	Male	367	4.128	2.905	0.152	5.66**	Very sig.
		Female	133	2.541	2.350	0.204		
2.	Health	Male	367	3.316	2.381	0.124	1.12	Not sig.
		Female	133	3.579	2.178	0.189		
3.	Social	Male	367	6.937	2.557	0.133	3.79**	Very sig.
		Female	133	7.932	2.697	0.133		
4.	Emotional	Male	367	10.703	4.276	0.223	3.46**	Very sig.
		Female	133	12.271	5.003	0.434		
5.	Educational	Male	367	5.754	2.897	0.151	1.12	Not sig.
		Female	133	5.428	2.864	0.248		

(** → $P < .01$)

sub-groups 2, 3 and 4 and total SES group show moderate health value.

4.3—ANALYSIS ON THE BASIS OF SES SEX GROUP :

(with respect to adjustment, attitude and value scores)

A—INTERPRETATION OF TOTAL SAMPLE:

1. Total Sample with Sex Variable in Relation to Adjustment Scores:

(i) Home Adjustment:

The perusal of the first two rows reveals that mean adjustment score (4.13) of male-pupil-teachers (MPT) is very significantly higher than mean adjustment score of female-pupil teachers (FPT). ($p \leq .01$). Thus, it can be safely said that FPTs are better adjusted in their home environment than MPTs.

(ii) Health Adjustment:

Third and fourth rows of the above table reveal the comparative extent of health adjustment. The mean of FPT group is a little higher than the mean of MPT group. However, the difference of means is not so large to emerge out significant even at .05 level of confidence ($t=1.12$). Hence it can be mentioned on safer grounds that MPT and FPT are almost equally adjusted in health area.

(iii) Social Adjustment:

The perusal of fifth and sixth rows of the table reveals comparative extent of adjustment of MPT as well as FPT in social context. The mean adjustment score of FPT (7.93) is larger than mean of MPT (6.94). The difference between the two means is so large ($t=3.79$) that it is very significant in nature ($p < .01$). Thus it can be said that MPTS are more adjusted than FPTs so far social context is concerned.

TABLE 4.5

Table showing the significance levels of difference of mean scores on attitude scale of MPT and FPT with 498 degree of freedom:

Sl. No.	Attitude Variable	Sex group	No. of cases	Mean	SD	Stand. error	t-value	Sig.
1.	Teaching profession	Male Female	367 133	41.185 37.533	7.559 8.096	0.395 0.702	4.68**	Very Sig.
2.	Class-room Teaching	Male Female	367 133	39.428 38.917	5.924 5.953	0.309 0.516	0.85	Not sig.
3.	Child cen. practices	Male Female	367 133	43.450 43.391	6.465 6.292	0.337 0.546	0.09	Not sig.
4.	Educational process	Male Female	367 133	43.044 42.519	7.004 7.257	0.366 0.629	0.73	Not sig.
5.	Pupils	Male Female	367 133	37.341 38.293	6.719 6.609	0.351 0.573	1.41	Not sig.
6.	Teachers	Male Female	367 133	40.049 39.684	7.157 6.099	0.374 0.529	0.52	Not sig.

(** $p \rightarrow < .01$)

(iv) Emotional Adjustment:

In this reference seventh and eighth rows of the table give comparative picture of the adjustment of male as well as female pupil-teachers emotional area. The mean score of FPT (12.27) is much greater than the mean score of MPT (10.70). The difference of means is very significant ($p < .01$) with 3.46 as its t ratio. Thus it can be inferred safely that male pupil teachers who wish to take up teaching as a profession in future are more adjusted socially than their counterparts i.e. FPTs.

(v) Educational Adjustment:

The last two rows of the abovementioned table give comparative picture of the adjustment of both the groups in educational area. The mean adjustment score of MPT (5.75) is a little higher than mean of FPT (5.43). However, this difference of means could not emerge out significant at even .05 level of confidence ($t = 1.12$). Thus the inference that can be drawn on safer grounds is that both sex-groups have almost same degree of adjustment in the educational area.

2. Total Sample with Sex-Variable in Relation to Attitude Scores:

The overall view and perusal of the above table reveal that only one difference of means has emerged out very significant ($p < .01$) with t -ratio of 4.68. Other t -ratios are so low that they could not emerge out significant at any level of confidence. The very significant difference of means is found in the attitudes of MPTs and FPTs towards teaching profession. MPTs have more positive attitude towards teaching as a profession than FPTs. One of the t -ratio has negative complexion as compared with others. Regarding attitude towards pupils the mean attitude score of FPT is greater than mean mean of MPT. However, the difference could not emerge out significant ($t = 1.41$). Thus it may be mentioned that female pupil teachers show a little more sympathy towards pupils and deal with them amicably than male pupil teachers.

TABLE 4.6 Table showing the various significance levels of difference of mean-value-scores on Personal value questionnaire of MPT and FPT with 498 degree of freedom:

Sl. No.	Value Variable	Sex group	No. of cases	Mean	SD	Stand. error	t-value	Sig.
1.	Religious	Male	367	12.142	3.746	0.196	0.304*	Sig.
		Female	133	11.368	3.747	0.325		
2.	Social	Male	367	16.725	3.290	0.127	0.57	Not sig.
		Female	133	16.917	3.495	0.303		
3.	Democratic	Male	367	13.752	3.383	0.177	1.97*	Sig.
		Female	133	14.414	3.139	0.272		
4.	Aesthetic	Male	367	10.014	2.989	0.156	7.08**	Very sig.
		Female	133	12.233	3.384	0.293		
5.	Economic	Male	367	8.322	3.622	0.189	3.06**	Very sig.
		Female	133	9.632	3.511	0.304		
6.	Knowledge	Male	367	16.155	3.399	0.177	0.67	Not sig.
		Female	133	15.925	3.465	0.300		
7.	Hedonistic	Male	367	9.362	2.795	0.146	3.99**	Very sig.
		Female	133	8.211	3.008	0.261		
8.	Power	Male	367	9.183	2.935	0.153	2.76**	Very sig.
		Female	133	8.368	2.872	0.249		
9.	Family prestige	Male	367	11.335	3.972	0.207	0.71	Not sig.
		Female	133	11.053	3.811	0.330		
10.	Health	Male	367	13.114	3.608	0.188	3.19**	Very sig.
		Female	133	11.955	3.565	0.309		

(** $\rightarrow p < .01$ * $\rightarrow p < .05$)

But this difference of behaviour pattern is not strikingly different and significant. In the rest 4 attitude areas i. e., attitude towards class-room teaching, attitude towards child-centred practices, attitude towards educational process and attitude towards teachers, the t -ratios 0.85, 0.09, 0.73 and 0.52 respectively are not significant even at .05 level of confidence. However, in these areas mean attitude scores of MPTs are slightly than mean-attitude scores achieved by FPTs.

3. Total Sample with Sex-Variable in Relation to Value Scores

If significant t -ratios of this table are arranged in descending order it is found that difference of mean (aesthetic value scores of FPT and MPT) is maximum and very significantly different ($t=7.08, p<.01$). Other significant differences following aesthetic value scores are related to hedonistic value ($t=3.99$), health value ($t=3.19$), economic value ($t=3.06$), power value ($t=2.76$), religious value ($t=2.04, p<.05$) and democratic value ($t=1.97, p<.05$). Thus it can be inferred safely that FPTs out class MPT in aesthetic value as well as in economic value. The mean value scores of MPTs are very significantly greater than FPTs in hedonistic value, health value and power value. Male pupil teachers score significantly higher than female pupil teachers in relation to religious value, however, so far as the democratic values are concerned, FPTs show significantly strict adherence than MPTs. In relation to social values FPT mean value score is slightly higher than MPT mean value score whereas MPT mean value scores are slightly greater than FPT mean value scores in family-prestige value and knowledge value. Since the differences of mean-value scores regarding social value, family prestige value and knowledge value are not significant at any confidence level it can be mentioned that MPTs and FPTs are almost alike so far as the social, knowledge and family prestige are values are concerned.

B—INTERPRETATION OF UPPER SES GROUP

1. Upper Socio-economic Status Group (Sex Variable) in Relation to Adjustment Scores

TABLE 4.7

Table showing various t =ratios of difference of mean adjustment scores in adjustment inventory of MPT and FPT groups of Upper Socio-economic status with 27 degree of freedom.

Sl. No.	Adjustment Variable	Sex group	No. of cases	Mean	SD	Stand error	t -value	Sig.
1.	Home	Male Female	5 24	2.400 2.000	1.949 2.341	0.872 0.478	0.36	Not sig.
2.	Health	Male Female	5 24	2.000 2.792	2.828 1.911	1.265 0.390	0.78	Not sig.
3.	Social	Male Female	5 24	6.800 6.708	1.643 2.274	0.735 0.464	0.09	Not sig.
4.	Emotional	Male Female	5 24	8.000 11.083	4.301 5.004	1.924 1.021	1.28	Not sig.
5.	Educational	Male Female	5 24	4.800 4.458	3.899 2.413	1.744 0.493	0.26	Not sig.

TABLE 4.8

Table showing various t -ratios of differences of mean attitude-scores in sex areas of attitude scale of MPT and FPT groups of upper socio-economic status group with 27 degree of freedom.

Sl. No.	Attitude Variable	Sex Group	Not. of cases	Mean	SD	Stand. error	t -value	Sig.
1.	Teaching profession	Male Female	5 24	43.400 38.042	12.260 6.464	5.483 1.319	1.43	Not sig.
2.	Class-room teaching	Male Female	5 24	39.600 41.583	3.715 5.332	1.661 1.088	0.79	Not sig.
3.	Child-cen. practices	Male Female	5 24	43.200 44.458	4.324 5.618	1.934 1.147	0.47	Not sig.
4.	Educational process	Male Female	5 24	43.200 43.000	8.258 7.259	3.693 1.482	0.05	Not sig.
5.	Pupils	Male Female	5 24	36.800 40.292	4.658 6.238	2.083 1.273	1.18	Not sig.
6.	Teachers	Male Female	5 24	38.000 41.250	8.544 5.041	3.821 1.029	1.16	Not sig.

This group may be treated as small sample. Thus fiduciary limits are 2.05 and 2.77 for $p < .05$ and $p < .01$ respectively at degree of freedom 27, Keeping in view these t -values in mind the perusal of the above table reveals that none of differences of means in various adjustment areas emerges out significant at any level of significance. In emotional adjustment and health adjustment MPTs are slightly better than their counterparts i.e. FPTs. However in other adjustment areas (home, social and educational) FPTs are slightly better adjusted than MPTs. This upper group did not contribute much to let the adjustment of one group outclass the other (vide comparison with Table 4.4)

2. Upper Socio-economic Status Group (Sex Variable) in Relation to Attitude Scores

The perusal of the above mentioned table shows that all the t -ratios are smaller than 2.05 (0.5 fiduciary limit). Hence MPTs and FPTs of upper socio-economic group have almost similar attitudes towards educational process, child centred practices, classroom teaching, teachers, pupils and teaching profession. However, it may be mentioned that MPTs have a little higher mean attitude scores than FPTs towards class-room teaching, child centred practices and pupils. Here the trend of attitudes of this upper group FPT and MPT is in consonance with FPT and MPT (Total group) however in this table difference in attitude is not strikingly large whereas in Table 4.5 in some areas the differences emerged out to be very significant.

3. Upper Socio-economic Status Group (Sex Variable) in Relation to Value Scores

In this table the t -ratio ranges from 2.57 to 0.18. The value of t -ratio 2.57 which is related to democratic values is significant at 0.05 level of significance. This finding is in consonance with the finding of Table 4.6. It can be said safely that upper socio-economic group FPTs have developed more democratic values than their counterpart MPTs. MPTs of upper socio-economic group have larger mean value scores than FPTs in religious,

TABLE 4.9 Table showing the significance level of differences of mean value scores at Personal Value Questionnaire achieved by MPT & FPT groups of Upper Socio-economic status groups with 27 degree of freedom

Sl. No.	Value Variable	Sex group	No. of cases	Mean	SD	Stand. error	t-value	Sig.
1.	Religious	Male	5	10.400	1.817	0.812	0.57	Not sig.
		Female	24	9.458	3.551	0.725		
2.	Social	Male	5	16.600	4.450	1.990	0.18	Not sig.
		Female	24	16.958	3.928	0.802		
3.	Democratic	Male	5	12.000	3.162	1.414	2.57*	Sig.
		Female	24	15.625	2.810	0.574		
4.	Aesthetic	Male	5	12.200	2.588	1.158	0.34	No: sig.
		Female	24	12.792	3.647	0.744		
5.	Economic	Male	5	8.600	5.128	2.293	0.78	Not sig.
		Female	24	9.918	3.020	0.617		
6.	Knowledge	Male	5	16.800	2.775	1.241	0.54	Not sig.
		Female	24	15.750	4.110	0.839		
7.	Hedonistic	Male	5	10.000	4.062	1.817	1.41	Not sig.
		Female	24	7.708	3.169	0.647		
8.	Power	Male	5	9.400	3.362	1.503	0.18	Not sig.
		Female	24	9.666	2.988	0.610		
9.	Family prestige	Male	5	13.400	5.320	2.379	1.13	Not sig.
		Female	24	10.958	4.217	0.861		
10.	Health	Male	5	10.600	3.362	1.503	0.29	Not sig.
		Female	24	11.167	4.125	0.842		

(* $\rightarrow p < .05$)

knowledge, hedonistic and family prestige values. However, FPTs of this group have higher mean-value scores than MPTs in social, democratic, aesthetic, economic, power and health values. Except democratic-values, where the difference in values is significant. FPT and MPT OF THIS group show similar pattern in other areas of value.

C—INTERPRETATION OF UPPER MIDDLE SES GROUP

1. Upper Middle Socio-economic Status Group (Sex Variable) in Relation to Adjustment Scores

With 193 (approximately 200) degree of freedom 0.05 and 0.01 fiduciary limits, the minimum values of t -ratios are 1.97 and 2.60 respectively. The perusal of the above table reveals that FPTs are better adjusted than MPTs of Upper-middle socio-economic group only in home and educational areas. MPTs show better adjustment than their counterparts (FPTs) in emotional, social and health areas. In emotional adjustment area the difference of mean adjustment scores is the largest in the favour of MPTs ($t=2.84$). Thus it can be inferred safely that male pupil-teachers show very significant positive deviation regarding emotional adjustment ($p<.01$). The t -ratio of difference of mean-adjustment scores in social context is very significant ($t=2.78$, $p<0.01$) in favour of MPTs of this group. Since in home-adjustment area mean-adjustment-score of FPT is fairly smaller as well as significant than mean adjustment score of MPT. It suggests that FPTs have significantly better adjustment than MPTs in home ($t=2.36$, $p<0.05$). This upper middle socio-economic group has much contribution in the total context (Table 4.4).

In both the Tables 4.4 and 4.10 MPTs show very significant better adjustment in social and emotional areas. The very significant better adjustment shown by total FPT, finds significant support in becoming large from FPTs of this upper middle socio-economic group. Same trend is retained in mean adjustment scores in health and educational areas in total socio-economic set up as in this upper middle group.

TABLE 4.10

Table showing the significance levels of the differences of mean-adjustment scores of MPTs and FPTs of Upper Middle Socio-economic Status group with 193 degree of freedom.

Sl. No.	Adjustment Variable	Sex group	No. of cases	Mean	SD	Stand error	t-value	Sig.
1.	Home	Male Female	106 89	3.670 2.719	3.067 2.435	0.298 0.258	2.36*	Sig.
2.	Health	Male Female	106 89	3.245 3.708	2.088 2.133	0.203 0.226	1.53	Not sig.
3.	Social	Male Female	106 89	7.085 8.202	2.747 2.853	0.267 0.302	2.78**	Very sig.
4.	Emotional	Male Female	106 89	10.708 12.685	4.548 5.182	0.442 0.549	2.84**	Very sig.
5.	Educational	Male Female	106 89	5.755 5.449	2.643 2.880	0.257 0.305	0.77	Not sig.

(*S→<0.5, **→p<.01)

TABLE 4.11

Table showing the significance levels of difference of mean-attitude scores achieved by MPT and FPT of upper middle socio-economic status group with 193 degree of freedom.

Sl. No.	Attitude Variable	Sex group	No. of cases	Mean	SD	Stand error	t-value	Sig.
1.	Teaching profession	Male Female	106 89	41.330 37.876	7.905 8.142	0.768 0.863	3.00**	Very sig.
2.	Class-room teaching	Male Female	106 89	39.915 38.371	6.292 5.989	0.611 0.635	1.75	Not sig.
3.	Child-cent. practices	Male Female	106 89	44.396 43.079	6.227 6.412	0.605 0.680	1.45	Not sig.
4.	Educational process	Male Female	106 89	44.321 43.023	6.815 7.495	0.662 0.795	1.27	Not sig.
5.	Pupils	Male Female	106 89	37.590 38.438	7.004 6.550	0.680 0.694	0.86	Not sig.
6.	Teachers	Male Female	106 89	43.076 39.551	7.292 6.294	0.708 0.667	0.53	Not sig.

(**→ $p < .01$)

2. Upper Middle Socio-economic Status Group (Sex Variable) in Relation to Attitude Scores

Findings in the above table are in consonance with the Table 4.5. Like Table 4.5 it is apparent that MPTs have very significantly higher mean attitude scores than FPTs in Teaching profession attitude area ($t=3.00$, $p<.01$). In the above table like 4.5 it is seen that in the area of attitude towards pupils, female pupil teachers of upper middle socio-economic group have higher mean score than male pupil teachers. They are more affectionate in dealing with the taughts rather than their counterparts. The mean-attitude scores of MPT group of Upper middle-socio-economic group are larger than mean-attitude-scores of FPT in the attitudes towards class-room teaching, child-centred practices, educational process and teachers. But the differences of means of these areas are not so large to give out significant levels to t -ratios (t -classroom teaching= 1.75 , t -child centred practices= 1.45 , t -educational process= 1.27 and t -teachers= 0.53). The comparative perusal of Table 4.5 and Table 4.11 reflects that some other socio-economic sub-groups have some adverse-effect producing attitudes towards classroom teaching, child-centred practices and educational process, because t -ratios present in Table 4.11 are lowered down to a greater extent in Table 4.5.

3. Upper Middle Socio-economic Status Group (Sex Variable) in Relation to Value Scores

A critical view of the Table (4.12) shows that two t -ratios of difference of mean value-scores are very significant (t -aesthetic value= 5.20 and t -health value= 2.63). In aesthetic value area FPT group shows very significantly higher mean-value than MPT's mean value. It can be said on safer grounds that FPT of Upper-middle Socio-economic-group have developed remarkably better sense of aesthetic value than their counterparts. In health area mean value score of MPT Group has upper hand over their counterpart i. e. FPT group. Thus it can be said that male pupil teachers of upper-middle socio-economic group have very signifi-

TABLE 4.12 Table showing the significance levels of difference of mean-value scores achieved by MPT and FPT of Upper-middle Socio-economic status group on Personal Value Questionnaire with 193 degree of freedom.

Sl. No.	Value Variable	Sex group	No. of cases	Mean	SD	Stand. error	t-value	Sig.
1	2	3	4	5	6	7	8	9
1.	Religious	Male	106	11.708	3.886	0.377	0.65	Not sig.
		Female	89	11.360	3.520	0.373		
2.	Social	Male	106	16.689	3.241	0.315	1.12	Not sig.
		Female	89	17.225	3.404	0.361		
3.	Democratic	Male	106	13.698	3.420	0.332	1.11	Not sig.
		Female	89	14.225	3.176	0.337		
4.	Aesthetic	Male	106	10.217	3.132	0.304	5.20**	Very sig.
		Female	89	12.551	3.115	0.330		
5.	Economic	Male	106	8.236	3.676	0.357	2.30*	Sig.
		Female	89	9.471	3.751	0.398		
5.	Knowledge	Male	106	16.708	3.219	0.313	0.97	Not sig.
		Female	89	16.258	3.256	0.345		

1	2	3	4	5	6	7	8	9
7.	Hedonistic	Male Female	106 89	9.057 8.214	2.871 2.971	0.279 0.315	2.01*	Sig
8.	Power	Male Female	106 89	9.019 7.978	2.868 2.856	0.279 0.303	2.53*	Sig.
9.	Family	Male Female	106 89	11.359 10.753	4.234 3.663	0.411 0.388	1.06	Not sig.
10.	Health	Male Female	106 89	13.396 12.090	3.427 3.499	0.333 0.371	2.63**	Very Sig.

(* $\rightarrow p < .05$, ** $\rightarrow p < .01$)

cantly higher health value than FPT group. Other areas of value where MPT group has higher mean than FPT group, power value ($t=2.53$, $p<0.05$), hedonistic value ($t=2.01$, $p<0.05$ significant), family prestige value ($t=1.06$, not significant), knowledge value ($t=0.97$, not significant), religious value ($t=0.65$, not significant). In the rest areas of value FPTs have shown higher mean than MPTs. These areas where FPT group has scored higher than MPT group are related to economic value ($t=2.3$, $p<0.05$ significant), social value ($t=1.12$, not significant) and democratic value ($t=1.11$, not significant). Thus it can be inferred that female pupil-teachers of upper middle socio-economic status have significantly higher economic and hedonistic values than male pupil-teachers of this group. Whereas, MPT group values, power and hedonistic values more than FPT group.

D—INTERPRETATION OF LOWER MIDDLE SES GROUP

1. Lower Middle Socio-economic Status Group (Sex-Variable) in Relation to Adjustment Scores

Since in this socio-economic group there are 108 and 15 male and female participants respectively therefore the degree of freedom is 121. In order to become significant and very significant t -ratios must attain atleast 1.98 and 2.62 respectively. Keeping in view the above bindings it is found in the above table that only in home area FPT group has a significant ($t=2.47$, $p<.05$) edge over MPT group of lower middle socio-economic group in home adjustment. In health adjustment area males have higher mean adjustment score however the difference of means of MPT & FPT could not emerge out significant at any level of confidence. Hence it may be inferred that sex variable does not have much effect in making strikingly different adjustment in the area of health. Similarly though FPT group has higher mean-scores in the areas of social, emotional and educational adjustment than MPT group, yet the difference of means did not emerge out significant even at lower level of confidence ($p.<.05$). Thus it can be said from the above table that MPTs are better adjusted, though

TABLE 4.13

Table showing the *t*-ratios of the differences of mean adjustment scores of MPT and FPT of lower middle socio-economic status group with significance levels where necessary the degree of freedom is 121.

Sl. No.	Adjustment variable	Sex group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Home	Male Female	108 15	4.167 2.133	3.086 2.031	0.297 0.524	2.47*	Sig.
2.	Health	Male Female	108 15	3.269 3.067	2.467 1.831	0.237 0.473	0.30	Not sig.
3.	Social	Male Female	108 15	7.028 7.933	2.519 1.907	0.242 0.492	1.34	Not sig.
4.	Emotional	Male Female	108 15	10.904 12.133	4.272 4.340	0.411 1.121	1.04	Not sig.
5.	Educational	Male Female	108 15	5.898 6.133	3.135 3.314	0.302 0.856	0.27	Not sig.

(* $\rightarrow p < 0.05$)

TABLE 4.14

Table showing the *t*-ratios of the differences of mean attitude scores of MPT and FPT of lower-middle socio-economic status group with significance where necessary the degree of freedom is 121.

Sl. No.	Attitude variable	Sex group	No. of cases	Mean	SD	Stand-error	<i>t</i> -value	Sig.
1.	Teaching profession	Male Female	108 15	40.343 38.200	7.485 8.082	0.720 2.087	1.03	Not sig.
2.	Class-room teaching	Male Female	108 15	38.880 39.000	5.583 5.928	0.537 1.531	0.08	Not sig.
3.	Child-cent. practices	Male Female	108 15	42.972 43.600	6.467 5.767	0.622 1.489	0.36	Not sig.
4.	Educational process	Male Female	108 15	42.565 41.200	6.855 5.361	0.660 1.384	0.74	Not sig.
5.	Pupils	Male Female	108 15	37.120 37.067	6.774 5.922	0.652 1.529	0.03	Not sig.
6.	Teachers	Male Female	108 15	39.352 39.733	7.180 5.675	0.691 1.465	0.20	Not sig.

not significantly, than their counterparts in social, emotional and educational adjustment areas. Female component of lower middle socio-economic status group shows significantly better adjustment in home than male component.

2. Lower Middle Socio-economic Status Group (Sex-Variable) in Relation to Attitude Scores:

The perusal of the Table 4.14 reveals that in attitudes towards teaching profession, educational process and pupils MPT group of lower-middle socio-economic group has an edge, though not significant, over FPT group of lower-middle socio-economic group. While in attitudes towards, child-centred practices and class-room teaching FPT group shows higher mean value than MPT group. Here too, the differences in these attitudes of male and female components are not significant. Thus sex-variation in this socio-economic group does not play significant role to produce striking differences in the attitudes.

3. Lower Middle Socio-economic Status Group (Sex-Variable) in Relation to Value Scores

The perusal of the Table 4.15 reveals that only two critical-ratios (t -ratios) out of ten t -ratios emerge out significant at .05 level of confidence. These two t -ratios 2.23 and 1.99 reveal that MPT and FPT have significantly different mean value-scores in the area of economic as well as knowledge value. FPT group of lower middle socio-economic group is significantly higher in its economic value than MPT group of this socio-economic group. The values on which MPTs have slight edge over FPT mean value-scores are social value, health value, power value and hedonistic value. While the values, on which FPT group has slight edge over MPT mean value-scores, are religious value and aesthetic value. Since the t -ratios related to these values could not reach the desired value for the significance it can be inferred that sex-variation does not succeed to create significant differences between the mean value score in these eight areas.

TABLE 4.15

Table showing the *t*-ratios of the differences of mean value scores of MPT and FPT of lower middle socio-economic status group with significance where necessary. The degree of freedom is 121.

Sl. No.	Value Variable	Sex group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Religious	Male	108	12.157	3.475	0.334		
		Female	15	13.133	3.758	0.970	1.01	Not sig.
2.	Social	Male	108	16.843	3.413	0.328		
		Female	15	15.933	3.390	0.875	0.97	Not sig.
3.	Democratic	Male	108	13.435	3.172	0.305		
		Female	15	13.867	3.502	0.904	0.49	Not sig.
4.	Aesthetic	Male	108	10.111	3.140	0.302		
		Female	15	10.800	3.610	0.932	0.78	Not sig.
5.	Economic	Male	108	7.806	3.527	0.339		
		Female	15	9.933	2.987	0.771	2.23*	Sig.
6.	Knowledge	Male	108	16.380	3.512	0.338		
		Female	15	14.467	3.335	0.861	1.99*	Sig.
7.	Hedonistic	Male	108	9.778	2.732	0.263		
		Female	15	9.400	3.203	0.827	0.49	Not sig.
8.	Power	Male	108	8.833	2.889	0.278		
		Female	15	8.200	2.007	0.518	0.82	Not sig.
9.	Family prestige	Male	108	11.509	3.897	0.375		
		Female	15	12.133	4.155	1.073	0.58	Not sig.
10.	Health	Male	108	13.305	3.705	0.357		
		Female	15	12.133	3.248	0.839	1.16	Not sig.

(* $\rightarrow p < .05$)

TABLE 4.16

Table showing the *t*-ratios of the differences of mean adjustment scores of MPT and FPT of upper lower socio-economic status group with significance levels where necessary.

The degree of freedom is 151.

Sl. Adjustment No. Variable	Sex group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1. Home	Male	148	4.487	2.622	0.216	1.09	Not sig.
	Female	5	3.200	1.483	0.663		
2. Health	Male	148	3.446	2.505	0.206	2.76**	Very sig.
	Female	5	6.600	2.702	1.208		
3. Social	Male	148	6.770	2.480	0.204	1.98*	Sig.
	Female	5	9.000	2.550	1.140		
4. Emotional	Male	148	10.642	4.084	0.336	0.19	Not sig.
	Female	5	11.000	3.317	1.483		
5. Educational	Male	148	5.682	2.879	0.237	1.48	Not sig.
	Female	5	7.600	1.673	0.748		

(* $\rightarrow p < .05$, ** $\rightarrow p < .01$)

E—INTERPRETATION OF UPPER LOWER SES GROUP;

1. Upper Lower Socio-economic Status Group (Sex-Variable) in Relation to Adjustment Scores

This socio-economic sub-group consists of 148 (adequate number) male pupil teacher and only 5 (rather inadequate number) female pupil-teachers. Thus the degree of freedom for t -ratio is 151 or approximately 150. The two desired t -ratios at this degree of freedom are 1.98 ($p < .05$) and 2.76 ($p < .01$). Keeping these two t -ratios in considering the perusal of the t -value column it is seen that health adjustment of MPT group of upper-lower socio-economic status group is very significantly higher than its counterparts (FPTs) ($t = 2.76$, $p < .01$). In the area of social adjustment MPTs have significant edge over the FPTs ($t = 1.98$, $p < .05$). In areas of educational adjustment and emotional adjustment, male component has slightly better adjustment, though not significant at any level of confidence ($t = 1.48$ and 0.19), than female pupil teachers of this socio-economic status sub-group. However, in home adjustment area FPT group shows slightly better but not significant adjustment than MPT. If tables 4.4, 4.7, 4.10 and 4.13 are consulted alongwith the above Table 4.16 one point is very striking in the present Table no. 4.16. In the first three tables no where MPT has shown very significantly better adjustment ($p < .01$) than FPT. Excepting Table 4.13 the trend showing slightly better adjustment in favour of male group is pervasive in Table 4.4, 4.7, 4.10 and 4.16. In Table 4.13, however, female-component has shown slightly better adjustment in health area.

2. Upper Lower Socio-economic Status Group (Sex-Variable) in Relation to Attitude Scores

The perusal of the t -value column of the Table 4.17 reveals that attitude towards the teaching profession possessed by MPT is very significantly ($t = 4.42$, $p < 0.01$) different than female pupil-teachers of upper-lower sub-group of socio-economic group. In the areas of attitude towards pupils and educational process MPT

group of this sub-group has significantly different ($t=1.53$ and 2.25 , $p<.05$) and favourable attitudes than their counterparts of this sub-group. Other areas of attitudes where mean attitude-scores of MPTs are better, though the differences do not reach the desired level of confidence than FPTs of this sub-group (t -teachers 1.95 and t -class-room teaching 1.43 , both not significant). However, in attitude towards child-centred practices FPT group has very slight edge over MPT group showing favourable attitude ($t=0.02$). A closer and comparative look in Tables 4.5, 4.8, 4.11, 4.14 and 4.17 shows the presence of reverse significant trend in Table 4.17. In other related tables FPT group has shown positive and more favourable attitude towards pupils however the differences are not significant at any level. This reversion of attitude towards pupil might have emerged out owing to very small (5) female sample.

3. Upper Lower Socio-economic Status Group (Sex-variable) in Relation to Value Scores

The perusal of t -value column of the above table reveals that t -ratio ranges from 0.04 to 1.84 . Thus it may be mentioned on safer grounds that sex-variation in this socio-economic status sub-group does not play significant role to bring out substantial difference in various values. The highest t -ratio 1.84 is in hedonistic value area where MPT group scores are higher than FPT group. Other values, where MPT group of upper lower socio-economic group has an edge over FPT group, are as follows :

Social value ($t=1.70$), aesthetic value ($t=1.21$) democratic value ($t=0.31$) and health value ($t=0.04$). The value areas where FPTs have surpassed MPTs, are religious value ($t=1.65$, not significant), family prestige value ($t=1.44$, not significant), economic value ($t=1.01$, N. S.) and power value ($t=0.04$, N. S.). While comparing the findings on this table with Table no. 4.6 which reflects the value pattern of different sex in the given composite socio-economic status group, it is found that there are some contrary and reversed trends in this Table no. 4.18 in upper-lower-socio-economic status, FPT group has better, though not

TABLE 4.17

Table showing the *t*-ratios of the differences of mean attitude scores of MPT and FPT of upper lower socio-economic status group with significance levels where necessary. The degree of freedom is 151

Sl. Attitude No. variable	Sex group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1. Teaching profession	Male Female	148 5	41.622 27.000	7.203 9.539	0.592 4.266	4.42**	Very Sig.
2. Class-room teaching	Male Female	148 5	39.473 35.600	5.971 5.550	0.491 2.482	1.43	Not sig.
3. Child cent. practices	Male Female	148 5	43.128 43.200	6.671 9.731	0.548 0.352	0.02	Not sig.
4. Educational process	Male Female	148 5	42.473 35.200	7.157 4.207	0.588 1.881	2.25*	Sig.
5. Pupils	Male Female	148 5	37.338 29.800	6.578 5.541	0.541 2.478	2.53*	Sig.
6. Teachers	Male Female	148 5	40.608 34.400	7.017 6.877	0.577 3.076	1.95	Not sig.

(* $\rightarrow p < .05$, ** $\rightarrow p < .01$)

significant, religious value than MPT group. In social, democratic and aesthetic value areas too, the reversed or opposite trend is apparent. In composite SES group FPTs have very significant, significant and slightly better values in aesthetic, democratic and social areas than MPTs, whereas in upper lower SES group MPTs show higher mean values, though not significant than FPTs. In family prestige value the trend of value has shifted from one sex to other sex. In upper-lower SES group FPTs have higher edge whereas in composite SES group MPTs have shown better mean value scores.

4.4 COMPARATIVE ANALYSIS OF INTER SES GROUP RELATIONSHIP

(with respect to adjustment, attitude and value scores)

A—UPPER SES GROUP Vs. UPPER MIDDLE GROUP—

1. Inter-Group Comparative Adjustment Scores (G_1 Vs G_2) :

The perusal of t -value column of the above table reveals two striking things :

- (i) in all the adjustment areas G_1 has shown better adjustment than G_2 , and
- (ii) two t -ratios are significant at .05 level of confidence.

Thus it can be said safely that upper socio-economic group has significantly better adjustment in home as well as in educational area than upper middle socio-economic status group. Though the upper SES group has shown better in other adjustment area than upper middle SES group yet the difference is not significant.

2. Inter-Group Comparative Attitude Scores (G_1 vs G_2)

The perusal of Table 4.20 reveals that none of the critical ratios (t -ratios) have emerged out significant at any level of confidence. In the attitude towards teaching profession and educational process mean attitude-scores of G_1 fall short of G_2 . Probably the socio-economic status has infused slight sense of

TABLE 4.18

Table showing the *t*-ratios of the differences of mean-value-scores of MPT and FPT of upper lower socio-economic status group with 151 degree of freedom

Sl. No.	Value variable	Sex group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1	2	3	4	5	6	7	8	9
1.	Religious	Male Female	148 5	12.500 15.400	3.861 3.844	0.317 1.700	1.65	Not sig.
2.	Social	Male Female	148 5	16.669 14.200	3.227 2.049	0.265 0.917	1.70	Not sig.
3.	Democratic	Male Female	148 5	14.081 13.600	3.500 1.817	0.288 0.812	0.31	Not sig.
4.	Aesthetic	Male Female	148 5	9.723 8.200	2.757 3.194	0.227 1.428	1.21	Not sig.
5.	Economic	Male Female	148 5	8.750 10.400	3.585 3.362	0.295 1.503	1.01	Not sig.
6.	Knowledge	Male Female	148 5	15.574 15.200	3.401 3.962	0.280 1.772	0.24	Not sig.

1	2	3	4	5	6	7	8	9
7.	Hedonistic	Male Female	148 5	9.257 7.000	2.731 1.414	0.224 0.632	1.84	Not sig.
8.	Power	Male Female	148 5	9.547 9.600	2.991 3.435	0.246 1.536	0.04	Not sig.
9.	Family prestige	Male Female	148 5	11.122 13.600	3.799 2.608	0.312 1.166	1.44	Not sig.
10.	Health	Male Female	148 5	12.858 12.800	3.653 3.194	0.300 1.428	0.04	Not sig.

TABLE 4.19

Table showing *t*-ratios of difference of mean-adjustment scores of upper and upper middle SES sub-group pupil teachers with level of significance where necessary. The degree of freedom is 222.

Sl. No.	Adjustment variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Home	First	29	2.069	2.251	0.418	2.12*	Sig.
		Second	195	3.236	2.829	0.203		
2.	Health	First	29	2.655	2.058	0.382	1.91	Not sig.
		Second	195	3.456	2.116	0.152		
3.	Social	First	29	6.724	2.153	0.400	1.58	Not sig.
		Second	195	7.594	2.844	0.204		
4.	Emotional	First	29	10.552	4.961	0.921	1.08	Not sig.
		Second	195	11.610	4.935	0.353		
5.	Educational	First	29	4.517	2.641	0.490	2.02*	Sig.
		Second	195	5.615	2.751	0.197		

(* $\rightarrow p < .05$)

TABLE 4.20

Table showing *t*-ratio of difference of mean-attitude scores of upper and upper-middle SES sub-groups with 222 *df*

Sl. No.	Attitude variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Teaching profession	First	29	38.966	7.748	1.439	0.49	Not sig.
		Second	195	39.754	8.177	0.584		
2.	Class-room teaching	First	29	41.241	5.090	0.945	1.68	Not sig.
		Second	195	39.210	6.188	0.443		
3.	Child cent. practices	First	29	44.241	5.370	0.997	0.36	Not sig.
		Second	195	43.795	6.330	0.453		
4.	Educational process	First	29	43.035	7.282	1.352	0.49	Not sig.
		Second	195	43.728	7.145	0.512		
5.	Pupils	First	29	39.690	6.072	1.127	1.28	Not sig.
		Second	195	37.980	6.797	0.487		
6.	Teachers	First	29	40.690	5.733	1.065	0.64	Not sig.
		Second	195	39.836	6.842	0.490		

negligence towards positive attitude in teaching and educational work. In other areas of attitude, t -values are, class-room teaching ($t=1.68$), pupils ($t=1.28$), teachers ($t=0.64$) and child centred practices ($t=0.36$). Thus it can be mentioned that upper SES group has better and favourable attitude, though not significant, than upper-middle SES group.

3. Inter-Group Comparative Value Scores (G_1 Vs G_2)

The perusal of Table 4.21 that mean value scores of G_1 are smaller than G_2 in religious, health, hedonistic, knowledge and social value areas. The value areas where G_1 shows better mean-value-scores than G_2 are aesthetic, power, democratic, economic and family prestige value. Upper-middle SES group pupil-teachers value and regard very significantly ($t=2.64, p<.01$) the religious value as compared to upper SES group. Upper SES group does not attach much importance to health value. This group has significantly lower health value ($t=2.44, p>.05$) than upper-middle SES group. In aesthetic value area upper SES group values are significantly higher ($t=2.12, p<.05$) than upper-middle SES group. Thus it can be said on safer grounds that upper socio-economic status group-pupil-teachers honour aesthetic value significantly higher than the pupil teachers of upper middle SES group. Other departures of mean value-scores have tilts in one direction or the other though not significant at any confidence level.

B—UPPER SES GROUP Vs LOWER MIDDLE GROUP (SES):

1. Inter-Group Comparative Adjustment Scores (G_1 Vs G_2)

The close perusal of the above table reveals that in all the adjustment areas MADS (Mean Adjustment Scores) of G_1 is smaller than MADS of G_2 . It goes to show that upper SES group shows better adjustment than lower middle SES group, though not significant in the areas of health, social emotional adjustment. The adjustment of pupil teachers of upper SES group is very significantly ($t=3.08, p<.01$) superior to the adjustment shown by lower-middle SES group in home-environment. Probably the

upper group does not get chance to feel as much frustration in home as the lower middle SES group. The adjustment shown by G_1 is significantly better ($t=2.23, p<.05$) than G_3 . Thus socio-economic status does help the upper SES group to show better adjustment in educational area than lower middle SES group.

2. Inter-Group Comparative Attitude Scores (G_1 Vs G_3)

The perusal of the Table 4.23 discloses that MATS of G_1 is higher than G_3 in 5 out of 6 attitude-areas. These areas of attitude are towards class-room teaching, child-centred practices, educational process, pupils and teachers. Only in the attitude towards teaching profession G_1 has lower MATS than G_3 , however, the difference of MATS is not significant at any fiduciary limit. The t -ratio related to the attitude towards class-room teaching is significant ($t=2.06, p<.01$) in favour of upper SES group. Although upper SES group has shown more favourable attitude towards pupil than lower-middle SES group yet the difference in attitude-pattern could not emerge out significant ($t=1.91, p>.05$).

3. Inter-group Comparative Value Scores (G_1 Vs G_3)

It is apparent from the Table 4.24 that G_1 has very significantly different, religious, hedonistic and health values in comparison to G_3 . Thus it is evidently clear that lower middle SES group values are more favourably religious ($t=3.70, p<.01$), health ($t=2.73, p<.01$) and hedonistic ($t=2.72, p<.01$) values than pupil—teachers of upper SES group. Upper SES group has values more significantly aesthetic value ($t=3.73, p<.01$) than pupil teachers of lower middle SES group. Other value areas which upper group prefers to value significantly better than lower-middle SES group, are democratic ($t=2.30, p<.05$) and economic ($t=2.25, p<.05$) values. Power value ($t=1.48$) and social value ($t=0.23$) are valued more, though not significantly, by upper SES group than lower middle SES group. However, knowledge value ($t=0.29$) and family prestige value ($t=0.25$) are given a little lesser weightage by upper SES group pupil-teachers than lower

TABLE 4.21

Table showing *t*-ratios of differences of mean value-scores of upper and upper-middle SES sub-groups with level of significance where necessary. *dj.* 222.

SL. No.	Value Variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1	2	3	4	5	6	7	8	9
1.	Religious	First Second	29 195	9.620 11.548	3.310 3.718	0.615 0.266	2.64**	Very sig.
2.	Social	First Second	29 195	16.897 16.933	3.940 3.318	0.732 0.238	0.05	Not sig.
3.	Democratic	First Second	29 195	15.000 13.939	3.140 3.313	0.583 0.237	1.62	Not sig.
4.	Aesthetic	First Second	29 195	12.690 11.282	3.455 3.327	0.642 0.238	2.12*	Sig.
5.	Economic	First Second	29 195	9.689 8.795	3.392 3.751	0.630 0.269	1.21	Not sig.
6.	Knowledge	First Second	29 195	15.931 16.523	3.891 3.235	0.722 0.232	0.86	Not sig.

1	2	3	4	5	6	7	8	9
7.	Hedonistic	First Second	29 195	8.103 8.671	3.374 2.940	0.626 0.211	0.95	Not sig.
8.	Power	First Second	29 195	9.621 8.544	2.993 2.903	0.556 0.208	1.86	Not sig.
9.	Family prestige	First Second	29 195	11.379 11.082	4.419 3.985	0.821 0.285	0.37	Not sig.
10.	Health	First Second	29 195	11.069 12.800	3.954 3.512	0.734 0.252	2.44*	Sig.

(* $\rightarrow p < .05, ** \rightarrow p < .01$)

TABLE 4.22

Table showing *t*-ratios of differences of mean-adjustment scores of upper and lower middle SES sub-groups with level of significance where necessary. *df.* 150.

Sl. No.	Adjustment variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Home	First	29	2.069	2.251	0.418	3.08**	Very sig.
		Third	123	3.919	3.045	0.275		
2.	Health	First	29	2.655	2.058	0.382	1.22	Not sig.
		Third	123	3.244	2.393	0.216		
3.	Social	First	29	6.724	2.153	0.400	0.83	Not sig.
		Third	123	7.138	2.464	0.222		
4.	Emotional	First	29	10.552	4.961	0.921	0.55	Not sig.
		Third	123	11.057	4.282	0.386		
5.	Educational	First	29	4.517	2.641	0.490	2.23*	Sig.
		Third	123	5.927	3.145	0.284		

(* $\rightarrow p < .05$, ** $\rightarrow p < .01$)

TABLE 4.23

Table showing *t*-ratios of differences of mean-attitudes scores of upper and lower-middle SES sub-groups with level of significance. The degree of freedom is 150.

Sl. No.	Attitude variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Teaching profession	First	29	38.966	7.748	1.439	0.71	Not sig.
		Third	123	40.081	7.558	0.681		
2.	Class-room teaching	First	29	41.241	5.090	0.945	2.06*	Sig.
		Third	123	38.894	5.601	0.505		
3.	Child cent. practices	First	29	44.241	5.370	0.997	0.93	Not sig.
		Third	123	43.049	6.367	0.574		
4.	Educational process	First	29	43.035	7.282	1.352	0.45	Not sig.
		Third	123	42.398	6.687	0.603		
5.	Pupils	First	29	39.690	6.072	1.127	1.91	Not sig.
		Third	123	37.114	6.653	0.600		
6.	Teachers	First	29	40.690	5.733	1.065	0.92	Not sig.
		Third	123	39.398	6.995	0.631		

(* $\rightarrow p < .05$)

TABLE 4.24

Table showing *t*-ratio of differences of mean-value scores of upper and lower-middle SES sub-groups with levels of significance at desired places, *df.* 150.

Sl. No.	Value variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1	2	3	4	5	6	7	8	9
1.	Religious	First	29	9.621	3.310	0.615	3.70**	Very sig.
		Third	123	12.276	3.509	0.316		
2.	Social	First	29	16.896	3.940	0.732	0.23	Not sig.
		Third	123	16.731	3.409	0.307		
3.	Democratic	First	29	15.000	3.140	0.583	2.30	Sig.
		Third	123	13.488	3.202	0.289		
4.	Aesthetic	First	29	12.690	3.455	0.642	3.73**	Very sig.
		Third	123	10.195	3.192	0.288		
5.	Economic	First	29	9.690	3.392	0.630	2.25*	Sig.
		Third	123	8.065	3.524	0.318		

1	2	3	4	5	6	7	8	9
6.	Knowledge	First Third	29 123	15.931 16.146	3.891 3.534	0.722 0.319	0.29	Not sig.
7.	Hedonistic	First Third	29 123	8.103 9.732	3.374 2.782	0.626 0.251	2.72**	Very Sig.
8.	Power	First Third	29 123	9.621 8.756	2.993 2.797	0.556 0.252	1.48	Not sig.
9.	Family prestige	First Third	29 123	11.379 11.585	4.419 3.917	0.821 0.353	0.25	Not sig.
10.	Health	First Third	29 123	11.069 13.163	3.954 3.661	0.734 0.330	2.73**	Very sig.

(* → $p < .05$, ** → $p < .01$)

middle SES group pupil teachers. However the difference in showing Values by these two SES sub-groups is not significant.

C—UPPER SES GROUP Vs UPPER-LOWER SES GROUP

1. Inter-Group Comparative Adjustment Scores (G_1 Vs G_4)

The perusal of Table 4.25 goes to show that in all the areas of adjustment G_1 has shown lower mean adjustment scores than G_4 . The t -value column reflects that the difference of mean-adjustment scores in home-adjustment area is very significant ($t=4.60$, $p < .01$) where as the difference of mean adjustment scores of educational adjustment area is significant at .05 confidence level. The differences of mean-adjustment scores in other adjustment areas are not large enough to emerge out significant even at the .05 level of significance. Thus it can be said that pupil teachers of upper SES group show better adjustment in all the areas of adjustment than pupil-teachers of upper-lower SES group. Though these adjustments did not emerge out significant in health, social and emotional areas (t -health=1.77, t -social=0.24 and t -emotional=0.12), yet upper SES group has shown striking better adjustment ($t=4.60$, $p < .01$) and significant adjustment ($t=2.40$, $p < .05$) in home adjustment and educational adjustment than upper-lower SES group. It further goes to show that larger difference in socio-economic status does affect the adjustments of pupil-teachers.

2. Inter-Group Comparative Attitude Scores (G_1 Vs G_4)

A look at the Table 4.26 shows that only in the attitude towards teaching as a profession G_1 has lower mean attitude scores than G_4 ($t=1.39$, not significant). In the rest attitude-areas G_1 has scored higher, though not significantly, than G_4 . The t -value of 1.95 is largest and related to attitude towards pupils. Though the difference of attitude pattern of G_1 and G_4 could not reach the lower level of confidence yet it seems obvious that upper SES group has more favourable and conducive attitude towards pupils than upper-lower SES group pupil teachers. This trend is also apparent in the second row of the table which tells about the attitude towards class-room teaching.

TABLE 4.25

Table showing *t*-ratio of differences of mean-adjustment scores of pupil teachers of upper and upper lower SES sub-groups with level of significance where necessary. Degree of freedom is 180.

Sl. No.	Adjustment variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Home	First	29	2.069	2.251	0.418	0.60**	Very Sig.
		Fourth	153	4.444	2.600	0.210		
2.	Health	First	29	2.655	2.058	0.382	1.77	Not sig.
		Fourth	153	3.549	2.565	0.207		
3.	Social	First	29	6.724	2.153	0.400	0.24	Not sig.
		Fourth	153	6.843	2.506	0.203		
4.	Emotional	First	29	10.552	4.961	0.921	0.12	Not sig.
		Fourth	153	10.654	4.053	0.328		
5.	Educational	First	29	4.517	2.641	0.490	2.14*	Sig.
		Fourth	153	5.745	2.864	0.232		

(* $\rightarrow p < .05$, ** $\rightarrow p < .01$)

TABLE 4.26

Table showing *t*-ratios of differences of mean-attitude scores of pupil teachers of upper and upper lower SES sub-groups. Degree of freedom is 180:

Sl. No.	Attitude variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Teaching profession	First	29	38.966	7.748	1.439	1.39	Not sig.
		Fourth	153	41.145	7.705	0.623		
2.	Class-room teaching	First	29	41.241	5.090	0.945	1.60	Not sig.
		Fourth	153	39.346	5.981	0.484		
3.	Child cent. practices	First	29	44.241	5.370	0.997	0.84	Not sig.
		Fourth	153	43.131	6.748	0.546		
4.	Educational process	First	29	43.035	7.282	1.352	0.55	Not sig.
		Fourth	153	42.235	7.189	0.581		
5.	Pupils	First	29	39.690	6.072	1.127	1.95	Not sig.
		Fourth	153	37.092	6.668	0.539		
6.	Teachers	First	29	40.690	5.733	1.065	0.20	Not sig.
		Fourth	153	40.405	7.077	0.572		

3. Inter-Group Comparative Value Scores (G_1 Vs G_4)

The perusal of the t -value column of the above table reveals that in religious value, health value and hedonistic value, mean-value-scores of G_4 is larger than G_1 . In the rest seven value-areas G_1 has scored higher than G_4 . The differences of mean value scores in aesthetic ($t=5.15$) and religious ($t=3.87$) are very significant in nature. Thus it can be said on safer grounds that upper SES group pupil teachers hold aesthetic value very significantly higher than pupil teachers of upper-lower SES group, whereas upper-lower SES group pupil teachers value i. e. religious value is very significantly higher than upper SES group pupil teachers. In health value it is seen that upper-lower SES group value is significantly higher than upper SES group. Other value areas, where upper SES group has shown higher weightage than upper-lower SES group, are as follows :

- (i) democratic value ($t=1.35$),
- (ii) economic value ($t=1.23$).

However, in knowledge value ($t=1.88$) area upper-lower SES group has better edge over the upper-SES group. In social, knowledge, power and family prestige values both (G_1 & G_4) have values almost similar. It goes to show that greater gap between socio-economic status is mainly responsible for creating larger differences in values.

D—UPPER-MIDDLE SES GROUP Vs LOWER-MIDDLE SES GROUP

1. Inter-Group Comparative Adjustment Scores (G_2 Vs G_3)

The perusal of the above table reveals that in home and educational adjustment area upper-middle SES group pupil teachers have shown better adjustment than lower-middle SES group. However it is significant ($t=2.03$) in home area. While showing adjustment pertaining to social, emotional and health lower-middle SES group of pupil teachers have upper hand.

TABLE 4.27

Table showing *t*-ratios of differences of mean-value scores of pupil teachers of upper and upper-lower SES sub-groups with level of confidence where necessary. Degree of freedom is 180:

Sl. No.	Value variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Religious	First Fourth	29 153	9.621 12.595	3.310 3.882	0.615 0.314	3.87**	Very sig.
2.	Social	First Fourth	29 153	16.897 16.588	3.940 3.221	0.732 0.260	0.46	Not sig.
3.	Democratic	First Fourth	29 153	15.000 14.065	3.140 3.456	0.583 0.279	1.35	Not sig.
4.	Aesthetic	First Fourth	29 153	12.690 9.673	3.455 2.774	0.642 0.224	5.15**	Very sig.
5.	Economic	First Fourth	29 153	9.690 8.804	3.392 3.580	0.630 0.289	1.23	Not sig.
6.	Knowledge	First Fourth	29 153	15.931 15.562	3.891 3.406	0.722 0.275	0.52	Not sig.

1	2	3	4	5	6	7	8	9
7.	Hedonistic	First Fourth	29 153	8.103 9.183	3.374 2.725	0.626 0.220	1.88	Not sig.
8.	Power	First Fourth	29 153	9.621 9.549	2.993 2.993	0.556 0.242	0.12	Not sig.
9.	Family prestige	First Fourth	29 153	11.379 11.203	4.419 3.786	0.821 0.306	0.22	Not sig.
10.	Health	First Fourth	29 153	11.069 12.856	3.954 3.630	0.734 0.293	2.40*	Sig.

(* $\rightarrow p < .05$, ** $\rightarrow p < .01$)

TABLE 4.28

Table showing *t*-ratios of differences of mean-adjustment scores of pupil teachers of upper-middle and lower-middle SES sub-groups with level of significance. $df=316$

Sl. No.	Adjustment variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Home	Second	195	3.236	2.829	0.203	2.03*	Sig.
		Third	123	3.919	3.045	0.275		
2.	Health	Second	195	3.456	2.116	0.152	0.83	Not sig.
		Third	123	3.244	2.393	0.216		
3.	Social	Second	195	7.595	2.844	0.204	1.47	Not sig.
		Third	123	7.138	2.464	0.222		
4.	Emotional	Second	195	11.610	3.935	0.353	1.02	Not sig.
		Third	123	11.057	4.282	0.386		
5.	Educational	Second	195	5.615	2.751	0.197	0.92	Not sig.
		Third	123	5.927	3.145	0.284		

(* $\rightarrow p < .05$)

TABLE 4.29

Table showing *t*-ratios of differences of mean-attitude scores of pupil teachers of upper-middle and lower-middle SES sub-groups. Degree of freedom is 316.

Sl. No.	Attitude variable	SES group	No. cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Teaching profession	Second	195	39.754	8.177	0.586	0.36	Not sig.
		Third	123	40.081	7.558	0.681		
2.	Class-room teaching	Second	195	39.210	6.188	0.443	0.46	Not sig.
		Third	123	38.894	5.601	0.505		
3.	Child cent. practices	Second	195	43.795	6.330	0.453	1.02	Not sig.
		Third	123	43.049	6.367	0.574		
4.	Educational process	Second	195	43.728	7.145	0.512	1.66	Not sig.
		Third	123	42.394	6.687	0.603		
5.	Pupils	Second	195	37.980	6.797	0.487	1.12	Not sig.
		Third	123	37.114	6.653	0.600		
6.	Teachers	Second	195	39.836	6.842	0.490	0.56	Not sig.
		Third	123	39.398	6.995	0.631		

However the differences of adjustments are not so large to become significant at .05 confidence level. It goes to show that smaller the gap in two SES sub-groups the adjustment levels are not very different.

2. Inter-Group Comparative Attitude Scores (G_2 Vs G_3)

The perusal of Table no. 4.29 goes to show that G_3 has achieved better than G_4 in attitude towards classroom teaching, child centred practices, educational process, pupils and teachers where as in showing attitude towards teaching profession G_4 has shown more favourable attitude than G_3 . However, it is safer to say that upper-middle and lower middle SES groups have shown almost similar pattern of attitudes.

3. Inter-Group Comparative Value Scores (G_2 Vs G_3)

The t -value column of the above Table 4.30 shows that two of them are very significant ($t=3.20$ & 2.88 $p<.01$). Hedonistic value is valued very high by lower-middle SES group of pupil teachers as compared to upper-middle SES group of pupil teachers, whereas aesthetic value is valued very significantly by upper-middle group. The areas of value which are held in high esteem by upper middle SES group are economic, knowledge, democratic and social values. The areas of these values which are ranked higher by lower-middle SES group, are religious family prestige, health and power value. However, the differences were not large enough to emerge out significant even at the lower level of confidence.

E—UPPER-MIDDLE SES GROUP Vs UPPER-LOWER SES GROUP

1. Inter-Group Comparative Adjustment Scores (G_2 Vs G_4)

The perusal of the Table 4.31 goes to show that upper-middle SES group has very significantly better adjustment ($t=4.10$ $p<.01$) than upper-lower SES group pupil teachers. However the third row related to social adjustment, goes to show that upper-lower SES group pupil teachers show very significantly

better social adjustment than upper-middle SES group ($t=2.58$, $p<.01$). This upper-lower SES group has shown largely deviant (though not significant) adjustment than upper middle SES group pupil teachers. Both the SES groups have shown almost similar adjustment pattern in health and educational areas. It goes to show that lower the SES, the greater are the adjustment problems faced by the pupil teachers of lower SES group.

2. Inter-group Comparative Attitude Scores (G_2 Vs G_4)

The last column of the Table 4.32 reveals that t -ratio ranges from 0.21 to 1.93. It is seen that none of the difference of mean-attitude-scores has touched the desired (lower level of confidence) value. Thus the apparent deviations in the attitude patterns of the two groups i.e., upper-middle SES group and upper-lower SES group. However it may be mentioned that more favourable attitude is shown by upper middle group, though not significant, than upper-lower SES group. The attitude areas which have found some more favour by the upper-lower SES group are teaching profession, teachers and class-room teaching. Upper-middle SES group has shown favourable and conducive (though not significant) attitude towards pupils and child centred practices. Thus it can be said that larger gap between the SES creates difference in attitude from mild to very significant nature.

3. Inter-group Comparative Value Scores (G_2 Vs G_4)

A look in the last column of the Table 4.33 reveals that three of the t -ratios related with aesthetic value, knowledge value and power value have emerged out very significant in nature (t -aesthetic=4.81, $p<.01$, t -power=3.16, $p>.01$, and t -knowledge=2.63, $p<.01$). t -ratio pertaining to difference of mean value scores of G_2 and G_4 in the religious value area is significant at .05 level of confidence. Other differences of mean value scores related to hedonistic value ($t=1.66$), social value ($t=.98$), democratic value ($t=0.35$), family prestige value ($t=0.29$), health value ($t=0.15$) and economic value ($t=0.02$) are however not significant even at .05 level of confidence. Out of 10 value areas there are 3 areas

TABLE 4.30

Table showing *t*-ratios of differences of mean-value-scores of pupil teachers of upper middle and lower-middle SES sub-groups with level of significance as and where require. *df*=316:

Sl. No.	Value variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1	2	3	4	5	6	7	8	9
1.	Religious	Second Third	195 123	11.549	3.718	0.266	1.74	Not sig.
				12.276	3.509	0.316		
2.	Social	Second Third	195 123	16.933	3.318	0.238	0.52	Not sig.
				16.732	3.409	0.307		
3.	Democratic	Second Third	195 123	13.939	3.313	0.237	1.20	Not sig.
				13.489	3.202	0.289		
4.	Aesthetic	Second Third	195 123	11.282	3.327	0.238	2.88**	Not sig.
				10.195	3.192	0.288		
5.	Economic	Second Third	195 123	8.795	3.751	0.269	1.73	Not sig.
				8.065	3.524	0.318		

1	2	3	4	5	6	7	8	9
6.	Knowledge	Second Third	195 123	16.503 16.146	3.235 3.534	0.232 0.319	0.92	Not sig.
7.	Hedonistic	Second Third	195 123	8.672 9.732	2.940 2.782	0.211 0.251	3.20**	Very sig.
8.	Power	Second Third	195 123	8.544 8.756	2.903 2.797	0.208 0.252	0.64	Not sig.
9.	Family prestige	Second Third	195 123	11.082 11.585	3.985 3.917	0.285 0.353	1.10	Not sig.
10.	Health	Second Third	195 123	12.800 13.163	3.512 3.661	0.252 0.330	0.88	Not sig.

(** $\rightarrow p < .01$)

TABLE 4.31

Table showing *t*-ratios of differences of mean adjustment scores of pupil-teachers of upper-middle and upper-lower SES sub-groups with level of significance where necessary. Degree of freedom is 346

Sl. No.	Adjustment variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Home	Second Fourth	195	3.236	2.829	0.203	4.10**	Very sig.
			153	4.444	2.600	0.210		
2.	Health	Second Fourth	195	3.456	2.116	0.152	0.37	Not sig.
			153	3.549	2.565	0.207		
3.	Social	Second Fourth	195	7.595	2.844	0.204	2.58**	Very sig.
			153	6.843	2.506	0.203		
4.	Emotional	Second Fourth	195	11.610	4.935	0.353	1.94	Not sig.
			153	10.654	4.053	4.328		
5.	Educational	Second Fourth	195	5.615	2.751	0.197	0.43	Not sig.
			153	5.745	2.864	0.232		

(** $\rightarrow p < .01$)

TABLE 4.32

Table showing various *t*-ratios of differences of mean attitude scores of pupil teachers of upper-middle and upper-lower SES sub-groups. The Degree of freedom is 346:

Sl. No.	Attitude variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Teaching profession	Second Fourth	195 153	39.754 41.144	8.177 7.705	0.586 0.623	1.01	Not sig.
2.	Class-room teaching	Second Fourth	195 153	39.210 39.346	6.188 5.981	0.443 0.484	0.21	Not sig.
3.	Child-cent. practices	Second Fourth	195 153	43.131 43.728	6.330 6.748	0.453 0.546	0.94	Not sig.
4.	Educational process	Second Fourth	195 153	43.728 42.235	7.145 7.189	0.512 0.581	1.93	Not sig.
5.	Pupils	Second Fourth	195 153	37.980 37.091	6.797 6.668	0.487 0.539	1.22	Not sig.
6.	Teachers	Second Fourth	195 153	39.836 40.405	6.842 7.077	0.490 0.572	0.76	Not sig.

TABLE 4.33

Table showing *t*-ratios of differences of mean-value-scores of pupil teachers of upper-middle and upper-lower SES sub-groups with level of significance where necessary. Degree of freedom is 346:

Sl. No.	Value variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Religious	Second	195	11.549	3.718	0.266	2.55*	Sig.
		Fourth	153	12.595	3.882	0.314		
2.	Social	Second	195	16.933	3.318	0.238	0.98	Not sig.
		Fourth	153	16.588	3.221	0.260		
3.	Democratic	Second	195	13.939	3.313	0.237	0.35	Not sig.
		Fourth	153	14.065	3.456	0.279		
4.	Aesthetic	Second	195	11.282	3.327	0.238	4.81**	Very sig.
		Fourth	153	9.673	2.774	0.224		
5.	Economic	Second	195	8.795	3.751	0.269	0.02	Not sig.
		Fourth	153	8.804	3.580	0.289		
6.	Knowledge	Second	195	16.503	3.235	0.232	2.63**	Very sig.
		Fourth	153	15.562	3.406	0.275		

7.	Hedonistic	Second Fourth	195 153	8.672	2.940	0.211	1.66	Not	sig.
				9.183	2.725	2.220			
8.	Power	Second Fourth	195 153	8.545	2.903	0.208	3.16**	Very	sig.
				9.549	2.993	0.242			
9.	Family prestige	Second Fourth	195 153	11.082	3.985	0.285	0.29	Not	sig.
				11.203	3.786	0.306			
10.	Health	Second Fourth	195 153	12.800	3.512	0.252	0.15	Not	sig.
				12.856	3.630	0.293			

(* $\rightarrow p < .05$, ** $\rightarrow p < .01$)

where mean-value scores of G_2 is greater than mean-value scores of G_4 . In other words upper-middle SES group shows slightly better to very significantly better regarding the social, aesthetic and knowledge values than upper lower SES group. In the rest 7 areas viz. power value, religious value, hedonistic value-democratic value, family prestige value, health value and economic value, Upper-lower SES group pupil teachers show very significantly higher regard to power and religious values than lower middle SES group pupil teachers. In the rest five areas the two sub-groups place almost equal weightage to these values. It can be said that larger gap of socio-economic status creates mild to very significant difference in the value system.

F—LOWER-MIDDLE SES GROUP Vs UPPER-LOWER SES GROUP

1. Inter-group Comparative Adjustment Scores (G_3 Vs G_4) :

The critical survey of the above table reveals that all the critical ratios fall short to reach .05 fiduciary limit. Thus, it can be said that whatever differences in adjustment occur due to socio-economic levels they are not significant. Since these two socio-economic groups (G_3 and G_4) are adjacent groups, the adjustments in all the areas do not emerge significant. However, it shows that lower-middle SES group exhibits slightly better adjustment in home and health than pupil teachers of upper-lower SES group (MADS of $G_4 >$ MADS of G_3).

2. Inter-group Comparative Attitude Scores (G_3 Vs G_4)

In the above Table 4.35 too, the perusal reveals that all the t -ratios fail to reach even the .05 level of significance. Thus it can be said that the two adjacent SES groups (G_3 & G_4) have almost similar attitude patterns. The maximum t -ratio is 1.18 in the favour of upper-lower SES group. In 4 attitude areas upper-lower SES group shows slightly better and more conducive attitude towards teachers, teaching profession, class-room teaching and child centred practices. However in the attitude towards educational process and pupils, lower-middle SES group has the upper hand.

TABLE 4.34

Table showing various *t*-ratios of differences of mean-adjustment scores of pupil teachers of lower-middle and upper lower SES sub-groups. The degree of freedom is 274

Sl. No.	Adjustment variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Home	Third	123	3.919	3.045	0.275	1.55	Not sig.
		Fourth	153	4.444	2.600	0.210		
2.	Health	Third	123	3.244	2.393	0.216	1.01	Not sig.
		Fourth	153	3.549	2.565	0.207		
3.	Social	Third	123	7.138	2.464	0.222	0.98	Not sig.
		Fourth	153	6.843	2.506	0.203		
4.	Emotional	Third	123	11.057	4.282	0.386	0.80	Not sig.
		Fourth	153	10.654	4.053	0.328		
5.	Educational	Third	123	5.927	3.145	0.284	0.50	Not sig.
		Fourth	153	5.745	2.864	0.232		

TABLE 4.35

Table showing various *t*-ratios of differences of mean-attitude scores of pupil teachers of lower-middle and upper-lower SES sub-groups. *df*=274

Sl. No.	Attitude variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1.	Teaching profession	Third Fourth	123 153	40.081 41.144	7.558 7.705	0.681 0.623	1.15	Not sig.
2.	Class-room teaching	Third Fourth	123 153	38.894 39.346	5.601 5.981	0.505 0.484	0.64	Not sig.
3.	Child cent. practices	Third Fourth	123 153	43.049 43.131	6.367 6.748	0.574 0.546	0.10	Not sig.
4.	Educational process	Third Fourth	123 153	42.398 42.235	6.687 7.189	0.603 0.581	0.19	Not sig.
5.	Pupils	Third Fourth	123 153	37.114 37.092	6.653 6.668	0.600 0.539	0.03	Not sig.
6.	Teacher	Third Fourth	123 153	39.398 40.405	6.995 7.077	0.631 0.572	1.18	Not sig.

3. Inter-group Comparative Value Scores (G_s Vs G_d):

The perusal of the t -value column of the Table 4.36 reveals following three things :

- (i) only one t -ratio has crossed $p < .05$ level mark,
- (ii) social value, economic value, power value and religious value are adjudged more precious by upper-lower SES group; and
- (iii) hedonistic, aesthetic, knowledge, family prestige and health values are adjudged more valuable, though not significant, by lower-middle SES group pupil teachers. Precisely, it can be mentioned that smaller gap in socio-economic status does show significant difference in the value system of pupil teachers.

4.5—ANALYSIS AND INTERPRETATION OF CORRELATIONAL DATA :

Vide Table 25, page 201 (Garrett, 'Statistics in Psychology and Education') the related values of co-efficient of correlations significant at 0.05 and 0.01 levels of significance for degree of freedom are mentioned in the following Table :

The above table will be helpful to ascertain which of co-efficients of correlation in the fore going tables are very significant, significant or not significant, with not significant co-efficient of correlation this can be said that the existing ' r ' can appear through chance error also.

Each co-efficient of Correlational matrix table presents 210 possible co-efficients of correlation. Each of them is interrelated variable (sub-area). All sub-variables are allotted codes to denote them. The code table is given below :

A—CORRELATIONAL STUDY OF UPPER SES GROUP

There are 29 cases used in the study. Hence degree of freedom is 27. The values of ' r 's significant at .05 and .01 levels of significance are 0.367 and 0.470 respectively.

TABLE 4.36

Table showing various *t*-ratios of differences of mean-value-scores of pupil teachers of lower-middle and upper-lower SES sub-groups with level of significance where necessary. The degree of freedom is 274

Sl. No.	Value variable	SES group	No. of cases	Mean	SD	Stand. error	<i>t</i> -value	Sig.
1	2	3	4	5	6	7	8	9
1.	Religious	Third	123	12.276	3.509	0.316	0.71	Not Sig.
		Fourth	153	12.595	3.882	0.314		
2.	Social	Third	123	16.732	3.409	0.307	0.36	Not sig.
		Fourth	153	16.588	3.221	0.260		
3.	Democratic	Third	123	13.488	3.202	0.289	1.43	Not sig.
		Fourth	153	14.065	3.456	0.279		
4.	Aesthetic	Third	123	10.195	3.192	0.288	1.45	Not sig.
		Fourth	153	9.673	2.774	0.224		
5.	Economic	Third	123	8.065	3.524	0.318	1.72	Not sig.
		Fourth	153	8.804	3.580	0.389		

1	2	3	4	5	6	7	8	9
6.	Knowledge	Third Fourth	123 153	16.146 15.562	3.534 3.406	0.319 0.275	1.39	Not sig.
7.	Hedonistic	Third Fourth	123 153	9.732 9.183	2.782 2.725	0.251 0.220	1.65	Not sig.
8.	Power	Third Fourth	123 153	8.756 9.549	2.797 2.993	0.252 0.242	2.25*	sig.
9.	Family prestige	Third Fourth	123 153	11.585 11.203	3.917 3.786	0.353 0.306	0.82	Not sig.
10.	Health	Third Fourth	123 153	13.163 12.856	3.661 3.630	0.330 0.293	0.69	Not sig.

(* $\rightarrow p < .05$)

An excerpt with certain interpolating effect

SES Group	N	df	r at .05 (Significance)	r at .01 (Significance)
1	2	3	4	5
G ₁	29	27	.367	.470
G ₂	195	193	.141 (interpolated)	.185 (interpolated)
G ₃	123	121	.182 (interpolated)	.237 (interpolated)
G ₄	153	159	.15858 (interpolated) or (approx.)	.20746 (interpolated) or (approx.)
Total	500	498	.088 (approx.)	.115 (approx.)

CODE TABLE

Major Variable	Sub-variable	Code No.
A—Adjustment :	a. Home	1
	b. Health	2
	c. Social	3
	d. Emotional	4
	e. Educational	5
B—Attitude :	f. Teaching profession	6
	g. Class-room teaching	7
	h. Child centred practices	8
	i. Educational process	9
	j. Pupils	10
	k. Teachers	11
C—Value :	l. Religious	12
	m. Social	13
	n. Democratic	14
	o. Aesthetic	15
	p. Economic	16
	q. Knowledge	17
	r. Hedonistic	18
	s. Power	19
	t. Family prestige	20
	u. Health	21

(a) Co-efficients of Correlation with respect to 1 (Home Adjustment)

Before entering in the interpretation proper it should be kept in mind that higher the adjustment score, lower is the adjustment of the individual.

TABLE 4.37

Table showing Co-efficients of Correlation Matrix of G_1 significant at .05 and .01 level of significance are

Code No.	1	2	3	4	5
1.	1.000	.491	.174	.633	.541
2.	—	1.000	.542	.702	.619
3.	—	—	1.000	.272	.459
4.	—	—	—	1.000	.596
5.	—	—	—	—	1.000
6.	—	—	—	—	—
7.	—	—	—	—	—
8.	—	—	—	—	—
9.	—	—	—	—	—
10.	—	—	—	—	—
11.	—	—	—	—	—
12.	—	—	—	—	—
13.	—	—	—	—	—
14.	—	—	—	—	—
15.	—	—	—	—	—
16.	—	—	—	—	—
17.	—	—	—	—	—
18.	—	—	—	—	—
19.	—	—	—	—	—
20.	—	—	—	—	—
21.	—	—	—	—	—

Before entering in the interpretation proper it should be kept in mind that higher the adjustment score, lower is the adjustment of the individual.

[illegible]

(Cont.) Table 4.37

Code No.	12	13	14	15	16
1.	-.169	-.056	-.071	.058	.223
2.	.148	-.185	-.138	-.046	.342
3.	.346	-.088	-.190	-.362	.218
4.	-.061	.021	.009	.054	.261
5.	.138	-.232	-.065	-.311	.282
6.	.243	.270	-.182	-.247	-.299
7.	.237	-.227	-.199	-.024	.052
8.	-.067	.111	-.068	.102	-.068
9.	-.091	-.027	-.166	.098	.080
10.	.012	.217	-.127	.072	-.270
11.	.214	.264	-.038	-.151	-.185
12.	1.000	.112	-.151	-.517	-.313
13.	—	1.000	-.035	-.008	-.350
14.	—	—	1.000	-.286	-.225
15.	—	—	—	1.000	+.113
16.	—	—	—	—	1.000
17.	—	—	—	—	—
18.	—	—	—	—	—
19.	—	—	—	—	—
20.	—	—	—	—	—
21.	—	—	—	—	—

17	18	19	20	21
-.089	-.020	.630	-.078	-.289
-.132	-.020	.425	.035	-.357
-.147	-.124	.421	.222	-.249
-.176	-.023	.428	-.256	-.155
-.156	.018	.559	.230	-.438
.272	-.534	-.099	.309	.016
.050	-.033	-.144	.250	-.015
.240	-.031	-.247	.071	-.169
.470	-.393	-.062	.142	-.146
.434	-.647	-.032	.178	.072
.063	-.488	-.070	.205	-.001
-.177	-.076	.104	.262	-.216
-.105	-.348	-.134	-.430	.269
.202	-.145	-.114	-.198	.083
.046	.095	-.250	-.483	.242
-.378	.321	.259	.013	-.366
1.000	-.495	-.171	-.063	-.009
—	1.000	-.063	-.063	-.142
—	—	1.000	.146	-.595
—	—	—	1.000	-.329
—	—	—	—	1.000

The perusal of first row of the Table 4.37 reveals that 16 co-efficients of correlation are below .367. Thus all these correlations might have crept in due to chance error alone. Out of these 16 *rs* of upper SES group pupil-teacher are negatively correlated. Hence mal-adjustment in home area affects 6, 7, 8, 10, 12, 13, 14, 17, 18, 20 and 21 in enhancing, though the enhancement of relationship is not significant at any desired level of confidence. Other positive (though not significant) values of *r* are 9 (educational process attitude), 11 (attitude towards teachers), 15 (aesthetic value), 16 (economic value), 19 (power value), and 3 (social adjustment).

It can be said that, except in 3, the mal-adjustment affects, just mentioned attitudes and values slight in adverse direction. In relation to 3 (social adjustment) it is safe to say that one adjustment is related to the other positively (though not significantly). Although this much of *r* may exist due to chance error, yet it seems correct that home adjustment affects social adjustment in the same degree and direction i. e. home mal-adjustment adversely affects social adjustment. One who is mal-adjusted in home is also maladjusted in social area. The co-efficients of correlation between other variables which are very significant in nature, are emotional adjustment ($r=.633, p<.01$) power value ($r=.630, p<.01$), educational adjustment ($r=.541, p<.01$) and health adjustment ($r=.491, p<.01$). So far the interpretation of between adjustments is sought it can be very safely said that home adjustment or maladjustment promotes or disrupts emotional, educational (achievement area) and health respectively very significantly. While interpreting the relationship with power value it can be said that maladjusted pupil teachers of upper SES group give very significantly higher weightage to power value. In other words it can be said that they camouflage their mal-adjustment in home area behind the garb of higher regard for power.

(b) Co-efficients of Correlation with respect to 2 (Health Adjustment)

All the twenty *r*'s that can be seen in second row of Table 4.37, reveal that 15 *r*'s could not reach .367, the desired value of

r to be adjudged significant at .05 level of confidence. Though 21 and 16 tried to approach it, yet could not succeed. Health value bears negative correlation, though not significant, with health adjustment. It may be said that only those who have much problems in health area hold high the health value. Since they are not healthy so they value the health more. Variable no. 2 bears negative as well as not significant correlation with 9 (attitude towards educational process) i. e. G_1 pupil-teachers due to health problems are not able to form desired study habits, 13 (social value), 10 (attitude towards pupils), 14 (democratic value), 17 (knowledge value), 15 (aesthetic value), 18 (hedonistic value) and 11 (attitude towards teachers). It may be said that upper SES group pupil teachers hold this trend of relationship with respect to these areas of attitude and value that their health problems put greater hurdles to have conducive attitude towards pupils and the teachers. This health adjustment comes in way to show adequate and desired value in seeking pleasure, cognition, giving better aesthetic touch becoming a useful citizen. The individuals want to acquire these traits in its value-system and health problem does not permit him to do so. Health adjustment bears positive and significant to very significant correlations between power-values ($r=.425$, $p<.05$), home adjustment ($p<.01$), social adjustment ($r=.542$, $p<.01$), educational adjustment ($r=.619$, $p<.01$) and emotional adjustment ($r=.702$, $p<.01$). Since adjustment in one area is a direct function of other adjustment, adjustment problems in health area (feeling of inferiority or lack of adequate self confidence) induces problems in home, education, social surroundings and emotions. By holding power high in his value-system, the person concerned puts a garb to disguise the inferiority or lack of self-confidence-one of the resultant of ill-health.

(c) Co-efficients of Correlation with respect to 3 (Social Adjustment)

Out of twenty r 's first two co-efficients of correlation had already been discussed and intergreted accordingly. Rest 18

r 's are in the third column of the Table 4.37. Out of these only two co-efficients of correlation i. e. 3 Vs 5 and 3 Vs 19 have emerged out significant beyond .05 level of confidence. Thus it can be said that social adjustment affects and is affected upon significantly by health adjustment problems, educational adjustment problems and need-dominance or self assertion (power value). Relationship of social adjustment with aesthetic value ($r=-0.362$), attitude towards child centred-practices ($r=0.346$) and religious value ($r=0.346$) just failed to emerge out significant. It may be mentioned that religious value, at times, disbalances social adjustment. Though no significant yet negative relationship with aesthetic value and attitude towards child-centred practices suggests that impairment in social adjustment tends to affect aesthetic value and the attitude towards child-centred practices adversely. The relationship of 3 with 4, 6, 12, 16 and 20 show adverse affecting trend present (not-significant). It further goes to show that social adjustment problems tend to mar (to some extent) attitude towards classroom teaching, educational process, pupils, teachers and social value, democratic value, aesthetic value, knowledge value, hedonistic value and health value in the value system.

(d) Co-efficients of Correlation with respect to 4 (Emotional Adjustment)

The perusal of column o 4 of the Table 4.37 shows that relationship in adjustment areas follow the equation $D_1=f(B, C, A, E,)$. The co-efficient of correlation of variable 4 with home adjustment (.633, $p<.01$), health adjustment (.702, $p<.01$) are very significant, however, the value of r with respect to social adjustment is low and not significant. In attitude areas all the co-efficients of correlations are rather low and negative. It tends to show that emotional adjustment problems affect the attitude mildly in adverse affecting direction. In value area power value has a positive and significant relationship ($r=.428, p<.05$). Thus it is worthnoting that power value in the value system significantly enhances emotional problems, in turn emotional problems

tend to increase power value to garb the short-comings. Other positive and not significant r s are found in 4 Vs 13 (.021), 4 Vs 14 ($r=.009$), 4 Vs 15 (.054) and 4 Vs 16 (.261). This much relationship can emerge out through chance error alone.

(e) Co-efficients of Correlation with respect to 5 (Educational Adjustment)

While surveying the column 5 of Table 4.37 it is seen that correlation co-efficients present in adjustment area are significant. It suggests that educational adjustment is very significantly dependent on home adjustment ($p<.01$) health adjustment ($p<.01$), emotional adjustment ($p<.01$) and significantly related with social adjustment ($p<.05$). It is also apparent that *vice versa* is also effective as well as significant. The relationship with power value is positively very significantly ($r=.559$, $p<.01$). It supports that pupil teachers belonging to upper socio-economic status and having poorer achievement tend to garb it behind their self assertion. All other r s of this column except health area where $r=.438$, ($p<.05$) could not reach even the lower fiduciary limit thus they are not significant and such can happen through chance error also. It can be said that those who value health much and keep busy mentally as well as physically maintaining it show lower educational achievement ; rather they do not find time and due interest in seeking better educational adjustment.

(f) Co-efficients of Correlation with respect to 6 (Attitude towards Teaching Profession)

The critical survey of column 6 of the correlation Matrix present in Table 4.37 reveals that out of twenty correlation co-efficients 16 r s fail to reach the minimum desired level of confidence. The attitude towards teaching profession of pupil teachers of upper socio-economic status group has positive and very significant relationship towards teachers ($r=.547$, $p<.01$), positive and significant relationship towards the attitude in educational process and pupils area ($r=.373$, $p<.05$) and $r=.369$, $p<.05$). It emphatically expresses that one who has favourable

attitude towards teaching profession shows favourable attitude towards teachers, pupils and educational process (ways, means and tools of effective teaching). The negative but very significant co-efficient of correlation between hedonistic value ($r = -.534$, $p < .01$) reveals that pupil teachers of this group fail to understand that pleasure can be achieved during the process of effective teaching. The satisfaction or sense of pleasure after having taught pupils to their satisfaction is very exhilarating for the teacher. However regarding negative & significant relationship between attitude towards teaching profession and hedonistic value this much can be safely said that G_1 pupil teachers believe that these two are incompatible i. e. in order to achieve one, the other has to be sacrificed. Other positive though not significant correlation exists with respect to family prestige value ($r = .339$), knowledge value ($r = .272$), social value ($r = .270$), religious value ($r = .243$) and attitude towards child centred practices ($r = .223$), and educational adjustment ($r = .284$). Thus all these variables help to some extent in making favourable attitude towards teaching profession which in turn helps in gaining family prestige, knowledge, social status and religious elevation. The negative r s lagging far behind the minimum significant level (.05) are found with power, economic, aesthetic, democratic in value area and emotional and home in adjustment area. Not significant as they are, it is not safe to make some adverse comment as this much of relationship can be had through chance error also.

(g) Co-efficients of Correlation with respect to 7 (Attitude towards Class-room teaching).

Perusal of the seventh column of Table 4.37 reveals that only two variables i. e. attitude towards teachers and attitude towards child centred practices bear very significant ($r = .508$) and significant ($r = .373$) and positive relationship respectively. It can be safely said that favourable attitude towards child centred practices and teachers promote conducive attitude towards class-room-teaching. All other co-efficients of correlation are not significant even at .05 level of confidence. In relation to 7 (class-room-teaching) the variables which bear negative and not significant

co-efficients of correlation are home, social, emotional and educational adjustment areas, social democratic, aesthetic, power, hedonistic and health in value areas. While family prestige, knowledge, economic, and religious values pupils, educational process, teaching profession attitude and health adjustment correlation-co-efficients are positive but not significant.

(h) Co-efficients of Correlation with respect to 8 (Attitude towards Child-centred practices)

These co-efficients of correlation can be seen in column 8 of Table 4.37. In this we find that 8 Vs 11 ($r=.472$) is very significant ($p<.01$) and 8 Vs 7 ($r=.372$) is significant ($p<.05$). In the first case it can be safely mentioned that according to the beliefs of pupil teachers of upper socio-economic status group, attitude towards the teachers bear a positive and very significant relationship to promote attitude towards child-centred practices i. e. it can be said that favourable and conducive attitude towards teachers is of significant help to develop and promote child-centred activities. In the same way it may be said that attitude towards class-room teaching and child-centred practices are positive and significant bearing on each other. Better attitude towards knowledge of child-centred practices help amicably class-room teaching. Attitude towards educational process bears positive ($r=.353$) and slightly substantial relationship with attitude towards child centred practices. However, this value of r misses the .05 level of confidence, there occurs more than 5% chances that this value of r can also be achieved through chance-error alone. Excepting, health adjustment all the factors of adjustment alongwith religious, democratic, economic, hedonistic, power and health values bear negative but not significant relationship. Health adjustment, attitude towards teaching profession, educational process, pupils alongwith social, aesthetic, knowledge and family prestige values bear some conducive effect to promote adequate attitude towards child centred practices. Since maladjustment in home, society emotion and education has disturbing effect in the personality it is obvious that they in turn might thwart the adequate promotion of child-centred practices.

(i) Co-efficients of Correlation with respect to 9 (Attitude towards Educational Process)

The perusal of column 9 of Table 4.37 reveals that attitude towards pupils ($r = .581, p < .01$) and knowledge value ($t = .470, p < .01$) are two very significant variables to promote and develop adequate and favourable attitude towards educational process. In other words it can be said that in order to achieve proper and effective educational process, the knowledge of content to be imparted with sympathetic attitude towards pupil is essential. Hedonistic value bears negative but significant ($r = -.393, p < .50$) relationship with educational process and attitude towards teaching profession also bears positive as well as significant ($r = .373, < .05$) relationship with attitude towards educational process. As has already been said while discussing teaching profession attitude in relation to educational process it may be safely mentioned that favourable attitude towards teaching profession helps a pupil-teacher or teacher to do better and effective educational process. Though the co-efficients of correlation 11 Vs 9 ($r = .343$) and 8 Vs 9 ($r = .353$) fail to attain significant status yet they have positive effect to induce favourable attitude towards educational process. Excepting home adjustment all other adjustment areas and religious, social, democratic, power and health values have negative relationship with attitude towards educational process i. e. they produce disturbing and impairing effect on educational process attitude. The other variable which help in promoting the proper attitude towards educational process though not significantly, are family prestige, economic and aesthetic values alongwith attitude towards teachers, child-centred practices and class-room teaching.

(j) Co-efficients of Correlation with respect to 10 (Attitude towards pupils)

The perusal of column 10 of Table 4.37 reveals that very significant co-efficients of correlation with attitude towards pupils are against attitude towards educational process ($r = .581, p < .01$), in the positive direction and hedonistic value ($r = -.647, p < .01$)

in the negative direction. Thus it can be safely mentioned that adequate attitude towards and knowledge of educational process very significantly infuse conducive and sympathetic attitude towards pupils whereas hedonistic value on the part of pupil teachers creates adverse effect on attitude towards pupils. Attitude towards teaching profession ($r=.369, p<.050$). Attitude towards teachers ($r=.395, p<.05$) and due regard to knowledge value ($r=.434, p<.05$) produce favourable and promoting effect attitude towards pupils. All the adjustment variables (1, 2, 3, 4, and 5) as well as democratic, economic and power value bear negative and not significant correlation-co-efficients. It goes to show that these variables produce impairment in the attitude towards pupils. It is further found in the column that attitudes towards class-room teaching and child-centred practices along-with values like religious, social, aesthetic family prestige and health have some facilitating effect in promoting and developing proper attitude towards pupils.

(k) Co-efficients of Correlation with respect to 11 (Attitude towards teachers)

A critical survey of the column 11 of Table 4.37 reveals that attitude towards teachers is very significantly promoted by attitudes towards teaching profession ($r=.547, p<.01$) class-room teaching ($r=.508, p<.01$) and child-centred practices ($r=.472, p<.01$) and thwarted to a great extent by hedonistic value ($r=-.488, p<.01$). The attitude towards teachers bears significant relationship with attitude towards pupils ($r=.395, p<.05$). This goes to show that favourable and sympathetic attitude towards pupils shown by pupil teachers and teachers induce in them respectful attitude towards teachers. Home and educational adjustments, knowledge value, religious value, social value and family prestige value bear low but positive correlation co-efficients. It may be said that they add slightly towards promoting favourable attitude towards teachers. Whereas health, social and emotional adjustment problems and values like democratic, aesthetic, economic, power and health play a little but not significant role in impairing the adequate attitude towards teachers.

(1) Co-efficients of Correlation with respect to 12 (Religious Value):

The perusal of column 12 of Table 4.37 reveals that only one r is very significant ($r = -0.516, p < .01$) which goes to show that religious value is a function of reciprocal of aesthetic value. According to the pupil teachers of upper socio-economic status group, the aesthetic value adversely affects the proper position of religion in the value system. Social maladjustment denotes religious value, however this relationship can not claim emphatically ($p < .05$). Home and emotional adjustments, attitudes towards teaching profession, class-room teaching, pupils and teachers and values like social, power and family prestige tend to promote to some extent regard for religious value. While on the other hand, health ($r = .148$) and educational adjustment ($r = .138$), attitudes like child-centred practices and educational process and values like democratic, economic, knowledge, hedonistic and health slightly impede to some extent the proper regard for religious value.

(m) Co-efficients of Correlation with respect to 13 (Social Value).

The perusal of column 13 of Table 4.37 reveals that the co-efficient of correlation between social value and family-prestige value is negative as well as significant ($r = -.430, p < .05$). This negative and significant relationship between social and family prestige value explains that in family prestige value a person bears conservative outlook and values highly his personal family status whereas a person holding social value in high esteem regards sacrificing personal interests in favour of broken family i.e. society. This shows negativism in these two values. Positive emotional adjustment and negative correlation-co-efficients towards class-room teaching and educational process in attitude area alongwith negatively correlated values like democratic, economic ($r = -.350, p > .05$) aesthetic, knowledge, hedonistic ($r = -.348, p > .05$) and power tend to lower the social value to some extent. Social value correlates positively with home,

health, educational and social adjustment, though not significantly. Attitudes towards teaching profession, child-centred practices, pupils, teachers and values like religious and health tend to improve social value slightly. However all the co-efficients of correlation could not emerge out significant at any desired level of confidence.

(n) Co-efficients of Correlation with respect to 14 (Democratic Value):

The perusal of column 14 of Table 4.37 reveals that none of the co-efficients of correlation emerged out significant at any desired level of confidence. The maximum co-efficients of correlation ($r = -.286$, $p > .05$) exists between aesthetic and democratic values. It tends to show that aesthetic value does not produce favourable environment for better growth and development of democratic value. However it can not be denied that this much of co-efficient of correlation can emerge out through chance error alone. It may be mentioned that home, health, social and educational adjustments and values like knowledge and health help in the instilling and promoting of democratic value to some extent. Whereas emotional maladjustment-all the attitudes i. e. towards teaching profession, class-room teaching, child centred practices, educational process, pupils and teachers and the values like religious, social ($r = -.035$, very low), aesthetic, economic, knowledge, hedonistic, power and family prestige tend to hinder the promotion of good democratic values.

(o) Co-efficients of Correlation with respect to 15 (Aesthetic Value) :

Aesthetic value is characterized by appreciation of beauty, form proportion and harmony, love for fine arts, drawing painting, music, dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in arrangement of the things. The perusal of column 15 of Table 4.37 reveals that none of the positive co-efficients of correlation emerged out significant. However there exists negative as well as very significant correlation-co-efficients between religious

and aesthetic ($r = -.517, p < .01$) and family prestige and aesthetic values ($r = -.483, p < .01$). It can be said safely that religious value and family-prestige value tend to retard and impede proper growth and development of aesthetic to a large extent. Health, social and educational adjustments, attitudes towards child-centred practices, educational process and pupils along with the values like economic, knowledge, hedonistic and health tend to produce some amicable and conducive environment for promoting aesthetic value. While on the other hand emotional improper adjustment, attitude towards teaching profession class-room teaching and teachers alongwith values like social, democratic and power tend to produce some impeding affect on the proper development of aesthetic value.

(p) Co-efficients of Correlation with respect to 16 (Economic Value)

Economic value stands for desire of money and material gains. Persons with high economic value are guided by considerations of money and material gain in the choice of job. The critical survey of column 16 of Table 4.37 reveals that only the co-efficient of correlation between knowledge value and economic value ($r = -.378, p < .05$) is significant. It goes to suggest that too much interest in the knowledge value gears the promotion of proper economic development in the negative direction to a significant extent. Though the correlation-co-efficients between social and economic value ($r = -.350, p > .05$) and health and economic value ($r = -.366, p < .05$) are not significant yet they seem to produce impeding effect in the adequate promotion of economic value. The improper adjustments in home, health, social relations emotional behaviour and educational achievement and attitudes towards teaching profession, child-centred practices, pupils, teachers along with the values like religious, social democratic, knowledge and health tend to retard the proper growth of economic value. On the other hand class-room teaching and educational process attitudes alongwith values like aesthetic hedonistic, power and family-prestige bear low and positive correlation

with economic value. It may be said that these attitudes and values provide some support for the proper growth of economic value.

(q) Co-efficients of Correlation with respect to 17 (Knowledge Value)

Knowledge value stands for love of knowledge of theoretical principles of any activity, and love of discovery of truth. The personal values such as hard work in studies, only if it helps develop ability to find out new facts and relationships, and aspires to be known as the seeker of knowledge. The critical survey of column 17 in Table 4.37 reveals that twelve co-efficients are negative and eight positive. Positive and significant to very significant levels co-efficients of correlations are registered between attitude towards pupils and knowledge value ($r = -.434$, $p < .05$) and attitude towards educational process ($r = .470$, $p .01$). These in turn reveal that for proper growth and development of knowledge value favourable attitude towards pupil on the part of pupil teachers and good study habit inculcated by them are essential factors. The negative co-efficient of correlation with hedonistic value ($r = -.495$) is very significant while correlation-co-efficient with economic value ($r = -.378$) is significant. It goes to show that greater interests in hedonistic and economic values have deterring effect on the knowledge value. Adjustment area correlations (negative and low) suggest that adequate adjustment in home, health, social and emotional behaviour and education promotes and paves way for the development of knowledge values. Positive and low relationship is reflected with positive low correlations shown by attitudes towards teaching profession, class-room teaching, child-centred practices and teachers alongwith democratic and aesthetic values. It goes to show that these factors do play, howsoever small, role in the development of knowledge value. While on the other hand larger interests in religious, social, power, family prestige and health values hinder the proper growth of knowledge to some extent. However these not significant relationships found with 16 factors do not have a substantial contribution.

(r) Co-efficients of Correlation with respect to 18 (Hedonistic Value)

Hedonistic value refers to the desirability of loving pleasure and avoiding pain. A person with hedonistic value indulges in pleasures of senses and avoids pain. The column 18 of Table 4.37 refers to the co-efficients of correlation in relation to other twenty variables. The perusal of this column reveals that hedonistic value has very substantial deterring effect in the formation of positive attitudes towards teaching profession ($r = -.534$, $p < .01$), pupils ($r = -.647$, $P < .01$) and teachers ($r = -.488$, $p < .01$), proper growth of knowledge value ($r = -.495$, $p < .01$). Hedonistic value does have substantial deterring affect in instilling amicable attitude towards educational process ($r = -.393$, $p < .05$). in the taughts. The hedonistic value impairs the adequate social, emotional, health, and home adjustment. However the hedonistic value has some helping relationship with economic and aesthetic values. In short it can be said that for effective and adequate adjustment and proper growth of positive values and positive attitude should be held in low spirit.

(s) Co-efficients of Correlation with respect to 19 (Power Value)

Power value is the desirability of ruling over others and also of leading others. A person with high power value prefers to exercise authority over others. He acclaims that it is good to rule in Hell rather than be a slave in Heaven. The perusal of column 19 of Table 4.37 reveals that high power value disrupts amicable adjustments in home, health, education, social relationship and emotional behaviour. This effect is very significant in home ($r = .630$, $p < .01$) and educational ($r = .559$, $p < .01$) adjustments. This power value also has very significant deterring effect in the proper growth of health value ($r = -.595$, $p < .01$). Social and health adjustments get impaired to a significant extent in the presence of high power value (r social $= .421$ and r health $= .428$, $p < .05$). It is slightly helpful in promoting economic value.

(t) Co-efficients of Correlation with respect to 20 (Family Prestige Value)

Family-prestige value includes desirability of such items of behaviour, roles, functions and relationship as would become one's family status. It implies respect for roles which are traditionally characteristic of different castes of the Indian Society. It respects conservative outlook as enshrined in the traditional institution of family. A perusal of column 20 of the Table 4.37 reveals that family-prestige value bears significant to very significant negative relationship with social value ($r = -.430$, $p < .05$) and aesthetic value ($r = -.483$, $p < .01$) respectively. It can be said safely that high family prestige value bears significantly and substantial deterring effect in the proper development of aesthetic and social values. Of course, it helps to some extent in instilling religious and power values.

(u) Co-efficients of Correlation with respect to 21 (Health Value)

Health value implies in keeping the body in a fit state for carrying out one's normal duties and functions. It also implies the consideration for self preservation. The person considers good physical health essential for the development and use of his abilities. The last column of Table 4.37 gives various co-efficients of correlation with other variables. The perusal of these r s reveals relationship of health value in relation to power value is negative and very significant ($r = -.595$, $p < .01$) while in relating to improper educational adjustment ($r = .438$, $p < .05$) is significant in nature. It goes to show that health and power values impair each other to very significantly large extent. It also reflects that activities promoting health value interfere significantly the level of educational achievement. Other eighteen correlation-co-efficients fail to achieve significant level of confidence.

B—CORRELATIONAL STUDY OF UPPER MIDDLE SES GROUP :

There are 195 cases used in the study. Hence degree of freedom is 193. The interpolated values of r s significant at .05 and .01 levels of significance are 0.141 and 0.185 respectively.

(a) Co-efficients of Correlation with respect to 1 (Home Adjustment)

In row 1 of Table 4.38 positive correlations in adjustment area bear the reverse meaning attached to it. Home adjustment variable bears very significant correlation-co-efficients (r health = .377, r social = .321, r emotional = .458 and r educational = .476, $p < .01$). It goes to show that smooth and favourable adjustment in home area tends to help the person very significantly to show adequate adjustments in health, social, emotional and educational areas. In attitude area it is seen that co-efficients of correlation relates to home adjustment with class-room teaching ($r = -.268$, $p < .01$) and teachers ($r = .220$, $p < .01$) reveal that improper adjustment in home bears very significant impeding effect towards promoting attitudes related to class-room teaching and teachers. Upper-middle SES group acclaims that proper home-adjustment is very essential in the absence of which proper adjustments in other areas of adjustment get disturbed, this disturbance, in turn, deters proper attitude towards class-room teaching and teachers to a great extent. Other co-efficients of correlation are not significant even at .05 level of significance.

(b) Co-efficients of Correlation with respect to 2 (Health Adjustment)

The perusal of row 2 of Table 4.38 reveals that Health adjustment is positively correlated with other areas of adjustments. Social adjustment bears significant ($p < .05$) relationship with health adjustment, whereas home, emotional and educational adjustments bear significant ($p < .01$) level of relationship with health adjustment. Thus it can be said that proper health adjust-

ment promotes adjustment in home, emotional, educational and social area to a large extent. Health adjustment bears negative as well as significant to very significant level of co-efficients of correlations in the area of attitudes. It bears very significant ($p < .01$) relationship with the attitudes towards class-room teaching, educational process, pupils and teachers and significant ($p < .05$) relationship with the attitude towards child centred practices. Hence it can be inferred safely that health adjustment produces amicable environment for suitable growth and development of positive attitudes. However, none of the correlation-coefficients emerged out significant in value area.

(c) Co-efficients of Correlation with respect to 3 (Social Adjustment)

Keeping the desired values of r 's .141 and .185 significant at .05 and .01 fiduciary limit in mind the perusal of column 3 of Table 4.38 reveals that social adjustment bears a positive and significant relationship with health adjustment and very significant positive relationships with home, emotional and educational adjustments. Thereby, it can be said on safer grounds that for proper social adjustment other adjustments should also be proper. Social adjustment bears significant (with 10) to very significant (with 11, 7 and 6 variables) negative relationship. Thus it can be inferred that improper social adjustment deters the promotion of attitudes towards teaching profession, class-room teaching, teachers and pupils to a very large extent. However, the relationship of social adjustment with value areas did not emerge out significant even at .05 fiduciary limit.

(d) Co-efficients of Correlation with respect to 4 (Emotional Adjustment)

The perusal of column 4 of Table 4.38 reveals that emotional adjustment bears very significant positive relationship with other adjustment variable (1, 2, 3 and 5). Thus it can be said that emotional adjustment affects and is affected by to a very great extent, home, health, social and educational adjustment like other

TABLE 4.38

Table showing Co-efficients of Correlation Matrix of G_2
at .05 and .01 level of

Code No.	1	2	3	4	5
1.	1.000	.377	.321	4.58	.476
2.	—	1.000	.168	.464	.389
3.	—	—	1.000	.541	.327
4.	—	—	—	1.000	.526
5.	—	—	—	—	1.000
6.	—	—	—	—	—
7.	—	—	—	—	—
8.	—	—	—	—	—
9.	—	—	—	—	—
10.	—	—	—	—	—
11.	—	—	—	—	—
12.	—	—	—	—	—
13.	—	—	—	—	—
14.	—	—	—	—	—
15.	—	—	—	—	—
16.	—	—	—	—	—
17.	—	—	—	—	—
18.	—	—	—	—	—
19.	—	—	—	—	—
20.	—	—	—	—	—
21.	—	—	—	—	—

(Upper-Middle SES Group 193 pupil teachers with df values r 's significant) significance are .141 and 1.85, respectively.

[illegible]

(Cont.) Table 4.38

Code No,	12	13	14	15	16
1.	.089	.027	-.024	-.087	-.030
2.	-.058	-.050	-.031	.025	.100
3.	.117	.092	-.125	.107	.040
4.	.074	.111	-.148	.097	.066
5.	.065	-.039	-.169	-.078	.162
6.	.036	.040	.019	.011	-.103
7.	-.098	.121	.078	.051	-.059
8.	.007	.085	.005	.092	-.179
9.	-.009	.153	-.035	.122	-.173
10.	.024	.018	.019	.117	-.102
11.	.053	-.015	-.044	.088	-.080
12.	1.000	-.084	-.234	-.207	-.207
13.	—	1.000	.047	.112	-.247
14.	—	—	1.000	-.096	-.150
15.	—	—	—	1.000	-.142
16.	—	—	—	—	1.000
17.	—	—	—	—	—
18.	—	—	—	—	—
19.	—	—	—	—	—
20.	—	—	—	—	—
21.	—	—	—	—	—

17	18	19	20	21
.055	-.079	.060	.016	.024
-.066	.112	-.109	.035	-.088
.049	-.041	-.086	-.098	-.094
-.054	.029	-.131	.041	-.143
-.139	.138	.042	.062	-.083
.046	-.063	-.003	-.026	.062
.169	-.068	-.049	-.136	.033
.137	-.200	-.041	-.123	.213
.234	-.229	-.086	-.124	.179
.107	-.121	-.054	-.057	.074
.045	-.151	.022	.013	.065
-.173	-.099	-.119	.202	-.189
.197	-.256	-.344	-.255	-.151
.099	-.203	-.093	-.264	-.007
.187	-.290	-.282	-.270	.015
-.339	.216	.157	-.048	-.236
1.000	-.330	-.335	-.304	.047
—	1.000	.158	.043	-.117
—	—	1.000	-.004	-.013
—	—	—	1.000	-.304
—	—	—	—	1.000

foregoing adjustments it also bears very significant ($p < .01$) negative relationship with variables 6, 7, 8, 9, 10 and 11. It can be inferred safely that improper emotional adjustment disrupts the due and proper maintenance of attitudes towards teaching profession, class-room teaching, child-centred practices, educational process and teachers to a large extent. Since negative and significant relationship is present with variable 14 and 21, it can be said that inadequate emotional adjustment hinders to a great extent the proper and amicable formation of democratic and health values. Other co-efficients of correlation with other variables of value areas can be achieved even with chance error.

(e) Co-efficients of Correlation with respect to 5 (Educational Adjustment):

A critical survey of column 5 of Table 4.38 reveals that like foregoing variables (1, 2, 3 and 4) this adjustment variable 5 also bears a positive and very significant ($p > .01$) relationship among adjustment variables. Thus it can be said that all the adjustment variables (home, health, social and emotional) have very significantly large impact educational adjustment or it can be said that sound adjustment in home, social, emotional and health area induces sound educational adjustment. Improper educational adjustment bears negative as well as very significant ($.01$) relationship with variables 6 to 11. Thus it can be said safely that inadequate educational achievement produces negative attitudes, which in turn infuse negative sentiments, towards teaching profession, class-room teaching, child-centred practices educational process, pupils and teachers. Variable 5 bears a positive and significant relationship with variable 18. Thus it is safer to infer that high hedonistic value in value system of a person disturbs the proper educational adjustment. Variable 5 bears a negative and significant relationship with 14. It goes to show that adequate educational adjustment promotes proper growth of democratic value in the value system. Other correlation-co-efficients are not significant even at .05 fiduciary limit.

(f) Co-efficients of Correlation with respect to 6 (Attitude towards teaching profession):

The perusal of column 6 of Table 4.38 reveals that variable 6 (attitude towards teaching profession) bears negative relationship with adjustment areas (1 to 5) and variables 16, 18, 19 and 20 of value area and positive as well as very significant relationship with other variable embodied in attitude inventory. It goes to show that attitude towards teaching profession is promoted by, to a large extent, health, social, emotional and educational adjustment and in turn has very significantly positive impact on the attitudes towards class-room teaching, child-centred practices, educational process, pupils and teachers. Other *rs* are not significant.

(g) Co-efficients of Correlation with respect to 7 (Attitude towards class-room teaching):

The perusal of column 7 of Table 4.38 reveals that variable 7 bears very significant and negative relationship with variable 1 to 5. Positive and significant (.05) relationship with 17 and very significantly positive relationships with attitude variables 6, 8, 9, 10 and 11. It can safely be inferred that proper adjustment in home, health, social area, emotional behaviour and educational area accelerates proper attitude towards class-room teaching in the pupil teachers. It is also evident that all the variables of attitude are interwoven. They have great and substantial impact on this attitude towards class-room teaching. Knowledge value upgrades the due functioning of class-room teaching attitude. Rest values of *r* are not significant.

(h) Co-efficients of Correlation with respect to 8 (Attitude towards child-centred practices):

A glance in column 8 of Table 4.38 reveals that variable 8 bears amicable and significant relationships with variable 2, 5 and 21 ($p < .05$), 4, 6, 7, 9, 10 and 11 ($p < .01$) and significant negative relationship ($p < .05$) with economic value variable. So it can be mentioned evidently that attitude towards child-centred

practices is affected to a great extent by proper adjustment, health and educational areas and amicable attitudes towards teaching profession, class-room teaching, educational process, pupils and teachers and health value. However high economic value, hinders in proper development of attitude towards child centred practices. Other values of r do not emerge out significant.

(i) Co-efficients of Correlation with respect to 9 (Attitude towards Educational process)

The perusal of column 9 of Table 4.38 reveals that variable 9 bears conducive and significant ($p < .01$) relationship with variables 2, 4, 5, 6, 7, 8, 10, 11 and 17 and 13 and 21 ($p < .05$) and negative as well as significant relationship with economic and hedonistic values. Thus it can be evidently said that attitude towards educational process finds facilitation in its proper development by adequate adjustments in health, emotional and educational areas, conducive and positive attitudes towards teaching profession, class-room teaching, child-centred practices, pupils and teachers and due weightage to knowledge, social and health values. However high economic and hedonistic values impede the growth of positive attitude towards educational process. Other correlation co-efficients are not significant at even .05 fiduciary level.

(j) Co-efficients of Correlation with respect to 10 (Attitude towards pupils)

A critical survey of the correlation co-efficients present in column 10 of Table 4.38 reveals that variable 10 bears conducive and very significant ($p < .01$) relationship with variable 1 to 9 and 11. Thus it can be inferred safely that pupil-teachers who have proper adjustment in home, health, social interaction, emotional behaviour and educational achievement with favourable attitudes towards teaching profession, class-room teaching, child-centred practices and teachers tend to deal very significantly in a better way with pupils. Other values of r failed to reach required level of confidence.

(k) Co-efficients of Correlation with respect to 11 (Attitude towards teachers):

The perusal of column 11 of Table 4.38 reveals that variable 11 bears a conducive and very significant ($p > .01$) relationship with variables 1 to 10 and significant ($p < .05$) and negative relationship with hedonistic value in the value system. Thus it can be mentioned safely that attitude towards teachers gets ample facilitation in adequate development through proper adjustments in all the adjustment areas and positive attitudes towards teaching profession, class-room teaching, child-centred practices, educational process and pupils. However the relationship with various value-variables could not emerge out significant at the desired levels.

(l) Co-efficients of Correlation with respect to 12 (Religious Value):

The outward acts of behaviour expressive of religious value are going on pilgrimage, living a simple life, having faith in the religious leaders, worshipping God and speaking the truth. The perusal of the column 12 of Table 4.38 reveals that all the 5 components of adjustment area and 6 components of attitude area fail to show any significant relationship with religious value, variable 12 bears a positive and significant ($p < .01$) relationship with family prestige value, and significantly negative relationship with variables 14, 15, 16, and 21. Thus it can be safely said that family prestige value paves way for proper growth of religious value whereas high democratic, aesthetic, economic and health values disregard, religious value to a great extent.

(m) Co-efficients of Correlation with respect to 13 (Social Value):

The critical survey of column 13 of the Table 4.38 reveals that social value bears positive and significant relationship with variable 9 ($p < .05$), 17 ($p < .01$) and significantly negative relationship with variables 19, 18, 20, 16 (all have $p < .01$) and health value ($p < .05$). It goes to show that social value is significantly dependent for adequate development on knowledge value and attitude towards educational process. While high power, hedonis-

tic, family prestige and economic values tend to hinder its progress very significantly. Rest correlation co-efficients are not significant at even .05 level of confidence.

(n) Co-efficients of Correlation with respect to 14 (Democratic Value)

The democratic value is characterized by respect for individuality as well as citizenship irrespective of sex, caste and creed ensuring equal social, political and religious rights to all. The perusal of column 14 of the Table 4.38 reveals that democratic value bears conducive and significant relationship with variables 4+5 ($p > .05$), and negative as well as significant relationship with variables 12, 18 and 20 (all have $p < .01$) and 16 ($p > .05$). Thus it can be said emphatically that proper educational emotional adjustment ensures high democratic value while hedonistic, family prestige, religious and economic values tend to hinder its progress and proper functioning. Other values of r_s are not significant at any desired level of confidence.

(o) Co-efficients of Correlation with respect to 15 (Aesthetic Value)

The perusal of column 15 of Table 4.38 reveals that aesthetic value bears positive and very significant relationship with 17, and significantly negative relationship with 18, 19, 20 and 12 (all have $p < .01$). It can be inferred safely that high knowledge value promotes aesthetic value whereas hedonistic, power, family prestige and religious values tend to hinder its progress. Other co-efficients of correlation fail to achieve the desired level of confidence.

(p) Co-efficients of Correlation with respect to 16 Economic Value)

The critical survey of column 16 of Table 4.38 reveals that variable 16 bears significant and positive relationship with variable 18 ($p > .01$) and 19 ($p < .05$), and negative as well as significant relationship with variables 5, 9, 10, 14, 15 ($p < .05$) and 12, 13, 21 and 17 ($p < .01$). It substantiates that those who are more interested in hedonistic and power value exhibit significant and

great interest in holding economic value in high esteem in the value-system while knowledge, health, social, religious, democratic and aesthetic values, educational adjustments and attitude towards educational process and pupils tend to regard the economic value low. Other correlation-co-efficients do not emerge out significant.

(q) (Co-efficients of Correlation with respect to 17 (Knowledge Value):

A glance at and perusal of column 17 of the Table 4.38 reveals that knowledge value bears positive and significant relationship with variables 13, 9 and 15 ($p > .01$) and 7 ($p < .05$), and significantly negative relationship with value variables 19, 18, 20, 16 ($p < .01$) and 12 ($p < .05$). It goes to show that knowledge value finds ample facility in its progress with the support and help of social and aesthetic value alongwith positive attitude towards class-room teaching and educational process. While high hedonistic, power, family prestige, economic and religious values have deterring effect in the progress and development of knowledge to large extent. Rest of the coefficients of correlation, total 11, could not emerge out significant at any desired level of significance.

(r) Co-efficients of Correlation with respect to 18 (Hedonistic Value):

It is apparent from 18th column of Table 4.38 that eleven correlation—co-efficients are not significant ($p < .05$). The perusal reveals that value 18 has positive and significant relationship with variable 16 ($p < .01$) and 19 ($p < .05$) and has negative as well as significant relationship with variables 8, 9, 13, 14, 15 and 17 (all have $p < .01$) and variable 11 ($p < .05$). It can be summed up that according to the pupil teachers of upper middle socio-economic status group, those who hold hedonistic value in the high regard, tend to have significantly lower values such as social, democratic, aesthetic, knowledge and unfavourable attitude towards child-centred practices, educational process and teachers however

it is substantially quite possible that they have higher economic and power value as these values go hand in hand with hedonistic value.

(s) Co-efficients of Correlation with respect to 19 (Power Value)

The perusal of column 19 of the Table 4.38 reveals that co-efficients of correlation with variables 1 to 12 and 14, 20 and 21 fail to achieve desired level of significance. The power value bears positive and significant ($p < .05$) relationship with hedonistic and economic value. However the power value bears negative as well as significant relationship with variables 17, 13 and 15 ($p < .01$). It goes to show that power value neither lends a helping hand in the progress of knowledge, social and aesthetic values nor it finds any support from them.

(t) Co-efficients of Correlation with respect to 20 (Family Prestige Value):

In column 20 of Table 4.38 it is found that correlation co-efficients from variable 1 to 11 and 16, 18 and 19 could not emerge out significant at even .05 fiduciary limit. Family-prestige value bears positive and very significant relationship with religious value, i.e. persons having high family-prestige value tend to hold religious value in high esteem as well. However, family prestige value bears negative and significant relationship with variables such as 17, 21, 13, 14 and 15. It can safely be said that high family prestige value tends to have significantly deterring effect in the progress of social, democratic, aesthetic, knowledge and health values.

(u) Co-efficients of Correlation with respect to 21 (Health Value):

It is apparent from the last column of Table 4.38 that values of r_s related to variables 1, 2, 3, 5, 6, 7, 10, 11, 14, 15, 17, 18 & 19 fail to attain desired significance level. It further shows that health value bears conducive and significant relationship with variables 4 & 9 ($p < .05$) and 8 ($p < .01$), whereas it bears negative as well as significant relationship with variables 12, 16 and 20

($p < .01$) and 13 ($p < .05$). Thus it can be safely said that proper emotional adjustment alongwith attitudes toward child-centred practices and educational process lends a vital hand in the maintenance of sound health value whereas religious, social, economic and family-prestige value disregard and do not encourage health value.

(C) CORRELATIONAL STUDY OF LOWER-MIDDLE SES GROUP:

This group consists of 123 pupils teachers. Thus the degree of freedom for r is 121. The values of r to emerge out significant at .05 and .01 level of significance are 0.182 and 0.237 respectively.

(a) Co-efficients of Correlation with respect to 1 (Home Adjustment):

The persual of row 1 of the Table 4.39 reveals that thirteen co-efficients of correlation fail to attain the desired significance level. Home adjustment (1) bears positive and significant relationship with variables 2, 4, 5. It goes to show that home adjustment affects and is affected very significantly by health, emotional and educational adjustments. Since higher adjustment score relates to improper adjustment hence it is to be accepted as a negative trait in the study. This negative trait bears a negative correlation—co-efficient. Hence it can be concluded that both go side by side. Thus it is seen that variable 1 bears conducive and significant relationship with variables 7 ($p < .01$) and 10 and 8 ($p < .05$). It goes to infer that improper home adjustment-induces unhealthy attitudes towards class-room teaching, child-centred practices and pupils.

(b) Co-efficient of Correlation with respect to 2 (Health Adjustment):

A critical survey of row 2 of the Table 4.39 reveals that rest adjustment—variables bear very significant and positive relationship with health adjustment. It goes to show that ill-health

TABLE 4.39

Table showing the Co-efficients of Correlation Matrix of G_3 values of r 's to attain significant level at .05

Code No.	1	2	3	4	5
1.	1.000	.373	.144	.485	.454
2.	—	1.000	.251	.450	.442
3.	—	—	1.000	.394	.451
4.	—	—	—	1.000	.506
5.	—	—	—	—	1.000
6.	—	—	—	—	—
7.	—	—	—	—	—
8.	—	—	—	—	—
9.	—	—	—	—	—
10.	—	—	—	—	—
11.	—	—	—	—	—
12.	—	—	—	—	—
13.	—	—	—	—	—
14.	—	—	—	—	—
15.	—	—	—	—	—
16.	—	—	—	—	—
17.	—	—	—	—	—
18.	—	—	—	—	—
19.	—	—	—	—	—
20.	—	—	—	—	—
21.	—	—	—	—	—

(Lower—Middle SES Group) pupil teachers with 121 *df*, and .01 are .182 and .237 respectively.

[illegible]

Code no.	12	13	14	15	16
1.	.018	.035	.050	.132	.015
2.	.141	— .033	— .080	— .062	.059
3.	.124	— .003	— .037	— .067	+ .155
4.	.121	.077	— .161	— .005	— .039
5.	.195	— .133	— .064	— .073	.096
6.	.116	.186	.046	— .109	— .262
7.	— .038	.102	.089	.057	— .271
8.	— .007	.137	.158	— .008	— .166
9.	— .063	.126	.108	— .032	— .127
10.	.043	.308	.077	— .023	— .260
11.	— .046	.257	.086	.119	— .230
12.	1.000	— .095	— .229	— .197	— .272
13.	—	1.000	.165	— .143	— .274
14.	—	—	1.100	— .123	— .246
15.	—	—	—	1.000	— .108
16.	—	—	—	—	1.000
17.	—	—	—	—	—
18.	—	—	—	—	—
19.	—	—	—	—	—
20.	—	—	—	—	—
21.	—	—	—	—	—

17	18	19	20	21
-.097	.122	.105	-.100	.092
-.173	.067	.062	-.014	.026
-.224	.043	.038	.130	-.186
-.243	.135	.133	.035	-.049
-.157	.206	.031	-.013	-.072
.209	-.043	-.027	.006	-.104
.137	-.109	-.108	.121	-.004
.185	-.138	-.101	-.042	-.007
.104	-.055	-.064	-.052	.075
.226	-.119	-.165	-.027	-.081
.149	-.170	-.171	-.046	.022
-.119	.094	-.092	.073	-.261
.170	-.227	-.140	-.237	-.178
.234	-.238	-.181	-.226	-.044
.003	-.360	-.151	-.189	.200
-.356	.240	.241	+.018	-.164
1.000	-.320	-.355	-.328	.053
—	1.000	.046	.017	-.133
—	—	1.000	.045	-.227
—	—	—	1.000	-.281
—	—	—	—	1.000

disturbs home, social, emotional and educational adjustment to a large extent. Variable 2 bears negative relationship with all the components of attitude area like the fore-going home adjustment. However, improper adjustment in health hinders in the proper propping of attitudes towards class-room teaching ($p < .01$) and child-centred practices ($p < .05$). While visualizing the ill-health with negative and significant ($p < .05$) relationship with knowledge value it can be said that ill-health hinders to a great extent in the progress of knowledge value—in the value system of the individual.

(c) Co-efficients of Correlation with respect to 3 (Social Adjustment)

The persual of column 3 of Table 4.39 reveals that social adjustment correlates significantly high with educational, emotional and health adjustments. It goes to suggest that ill-health, emotional and educational problems present in the individual tend to disturb his social adjustment to significant extent. Social adjustment like the two foregoing adjustment variables bears negative correlation-co-efficients with all component variables of attitude. However, it is very significant with teaching profession attitude ($p < .01$) and significant (.05) with attitudes towards class-room teaching, child-centred practices and educational process. Variable 3 also bears significant and negative relationship with 17 and 21. Thus it suggests to infer that improper social adjustment impedes the progress of knowledge and health value to a large extent and at the same time disturbs the proper formation and induction of attitude towards teaching profession, class-room teaching and child-centred practices.

(d) Co-efficients of Correlation with respect to 4 (Emotional Adjustment)

It is apparent from the fourth column of Table 4.39 that emotional imbalance causes very significant problems in home, health, social and educational adjustments ($p < .01$). Variable 4 also dittoes negative relationship of mal-adjustment with proper attitude towards its component variables. Attitude towards class-room teaching gets worst affected due to emotional set-backs. This emotional adjustment bears also a negative and very signi-

ficant ($p < .01$) relationship with knowledge value. It goes to show that emotional set-backs in the individual have disrupting effect in the procurement of knowledge value. Other values of r failed to acquire the desired significance value.

(e) Co-efficients of Correlation with respect to 5 (Educational Adjustment)

In the fifth column of Table 4.39 it is found that components of adjustment area are very significantly and positively correlated. This variable 5, like 1 to 4 bears negative trend in the relationship with all the attitude components. However attitude towards teaching profession ($p < .05$) is less hampered in comparison to attitude towards class-room teaching ($p < .01$). Variable 5 bears positive and significant relationship with hedonistic and religious values ($p < .05$). Thus it can be inferred that improper educational adjustment tries to make significant changes in the ranks of hedonistic and religious value in the value system.

(f) Co-efficients of Correlation with respect to 6 (Attitude towards Teaching Profession)

The perusal of the sixth column of Table 4.39 reveals that conducive and significant relationship exists between variable 6 with variables 3, 7 to 11, ($p < .01$) and 5, 13 & 17 ($p < .05$) whereas negative as well as significant relationship is found with variable 16. Thus it can be said safely that attitude towards teaching profession is affected positively by conducive social and educational adjustments, proper attitudes towards class-room teaching, child-centred practices, educational process, pupils and teachers as social and knowledge values, however higher levels of economic value alter the proper functioning of attitude towards teaching profession adversely. Rest co-efficients of correlation are not significant.

(g) Co-efficients of Correlation with respect to 7 (Attitudes towards class-room teaching)

The critical perusal of column 7 of Table 4.39 reveals that variable 7 bears conducive and significant relationship with vari-

ables 1, 2, 4, 5, 8, 9, 10 and 11 ($p < .01$) and 3 ($p < .05$) and negative as well as very significant ($p < .01$) relationship with variable 16. Thus it can be safely mentioned that proper and conducive development of attitude towards class-room teaching can be had by having amicable adjustments in home, health, social context, emotional context and educational achievement as well as fairly favourable and satisfactory attitudes towards teaching profession, child centred practices, educational process, pupils and teachers and valuing low the economic value in value system. Rest co-efficients of correlation are however not significant even at .05 level of confidence.

(h) Co-efficients of Correlation with respect to 8 (Attitude towards child-centred practice)

A perusal of column 8 of Table 4.39 reveals that variable 8 bears significant and conducive relationship with variables 1, 2, 3 and 17 ($p < .05$) and 6, 7, 9, 10 and 11 ($p < .01$). Thus it can be inferred safely that for proper and amicably favourable development of attitude towards child-centred practices that there should be conducive and effective adjustment in home, health and social set up as well as positive and favourable attitudes towards teaching profession, class-room teaching, educational process, pupils and teachers and instilled and induced effectively. Other correlation—co-efficients could not emerge out significant at desired level of confidence.

(i) Co-efficients of Correlation with respect 9 (Attitude towards educational process)

The critical survey of column 9 of Table 4.39 reveals that variable 9 bears complacent and significant relationship with variables 3 ($p < .05$) and 6, 7, 8, 10 and 11 ($p < .01$). All these go to show that proper and conduively favourable development of attitude towards educational process can be achieved with the help of adequate adjustment in social context alongwith propping and inculcating conducive attitudes towards teaching profession, class-room teaching, child-centred—practices pupils and teachers.

Rest co-efficients of correlation bear no significance in the context of variable 9.

(j) Coefficients of Correlation with respect to 10 (Attitude towards pupils) :

A closer look in the column 10 of Table 4.39 reveals that variable 10 bears conducive and significant relationship with variables 1 and 17 ($p < .05$), 6, 7, 8, 9, 11 and 13 ($p < .01$) and very significant negative relationship with 16. Thus it can be said emphatically that in order to instill and induce proper and effective attitude towards pupils, proper adjustment in home area should be sought and effectively favourable attitudes towards teaching profession, class-room teaching, child-centred practices, educational process and teachers should be inculcated, at the same time. Social and knowledge values should be held in high regard while lowering the undue economic value present in the value-system.

(k) Co-efficient of Correlation with respect to 11 (Attitude towards teachers):

A closer look in the column 11 of Table 4.39 reveals that 12 of the correlation-co-efficients could not achieve the desired level of confidence. It also reveals that variable 11 bears positive and very significant relationship with variables 6, 10 and 13 ($p < .01$) and significantly negative relationship with 16 ($p < .01$) and 19 ($p < .05$). Thus it can be mentioned safely that conducive and favourable propping of positive attitudes towards teaching profession, class-room teaching, child-centred practices, educational process and pupils shall induce positive attitude towards teachers, at the same time. Social value should be honoured and laid emphasis upon in the class-room while lowering down the economic and power value through adequate examples.

(l) Co-efficients of Correlation with respect to 12 (Religious Value):

The perusal of column 12 of Table 4.39 reveals that religious value bears improper, negative and significant relationship with variables 5 and 15 ($p < .05$) and 21, 16 & 14 ($p < .01$).

Thus it can be deduced safely that high economic, health, democratic and aesthetic values alongwith impaired educational adjustment tend to lower down significantly the religious value in the value system.

(m) Co-efficient of Correlation with respect to 13 (Social Value) :

A critical look in the column 13 of Table 4.39 brings to light thirteen not significant co-efficients of correlation. However, the social value bears significant and positive relationship with variables 10 and 11 ($p < .01$), 6 ($p < .05$) and significantly negative relationship with variables 16, 18 and 20 ($p < .01$) and 21 ($p < .05$). Hence it can be safely inferred that in order to promote social value favourable and conducive attitudes towards pupils, teachers and teaching profession have to be boosted up and economic, hedonistic, family-prestige and health values should not be emphasized unduly.

(n) Co-efficients of Correlation with respect to 14 (Democratic Value):

Column 14 of Table 4.39 tends to reveal that there are fourteen co-efficients of correlation not significant at even .05 level of confidence. However it is apparent that democratic value bears positive and significant relationship with knowledge value whereas significant and negative relationship exists with economic, hedonistic, religious and family prestige (all have $p < .01$) and power value ($p < .05$). Thus it can be said safely that in order to procure due weightage to democratic value knowledge value should be heightened while excess—weightage already placed by the individual upon economic, hedonistic, religious, family prestige and power values be lowered.

(o) Co-efficients of Correlation with respect to 15 (Aesthetic Value):

A perusal of column 15 of the Table 4.39 reveals that 16 out of twenty correlation-co-efficients could not emerge out significant even at .05 level of confidence. However, the variable 15 bears positive and significant relationship with health value ($p < .01$) and

negative and significant relationship with variables 12 and 20 ($p < .05$) and 18 ($p < .01$). It is imperative to say that aesthetic value can be held in high esteem and get promoted only when person bears a good health value and does not regard hedonistic, religious and family prestige values unduly.

(p) Co-efficients of Correlation with respect to 16 (Economic Value):

The perusal of r_s present in column 16 of the Table 4.39 reveals that economic value bears conducive and significant relationship with variables 18 and 19 ($p < .01$) and negative as well as significant relationship with variables 6, 7, 10, 11, 12, 13, 14 and 17 ($p < .01$). It can be safely said that high regard for economic value has deterring effect on attitudes towards teaching profession, class-room teachers, pupils and teachers on one hand and producing undue lowering of positive values like religious, social, democratic and knowledge values on the other.

(q) Co-efficients of Correlation with respect to 17 (Knowledge Value) :

A perusal of column no. 17 of Table 4.39 reveals that 8 correlation-co-efficients are not significant. However, knowledge value bears conducive and significant relationship with variables 3, 6, 8, 10 & 14 ($p < .05$), 4 ($p < .01$) and significant negative relationship with variable 16, 19, 20, 18 (all have $p < .01$). Thus it can be said that according to pupil teachers of lower-middle SES group knowledge value can prosper and find the due place in the value system when there exists proper and conducive adjustments in health, social and emotional area and favourable as well as positive attitude towards teaching profession, child-centred practices and pupils with democratic value held in high esteem and undue weightage placed on economic, power, hedonistic and family prestige values are lowered to the desired level.

(r) Co-efficients of Correlation with respect to 18 (Hedonistic Value):

The perusal of column 18 of Table 4.39 reveals that improper educational adjustment alongwith negative and significant

social, democratic, aesthetic and knowledge values ($p < .01$) are found to bear deterring effect ensued by hedonistic value to great extent. It goes to show that hedonistic value is not a desirable trait for teachers. It unduly lowers the positive value like knowledge, social, democratic and aesthetic values.

(s) Co-efficients of Correlation with respect to 19 (Power Value):

A critical look into column 19 of Table 4.39 reveals that power value too has significantly deterring effect on religious, democratic (both bear $p < .05$), knowledge and health ($p < .01$) values. It, however, is promoted by and supports economic value ($p < .01$) present in the value system. Other correlation-co-efficients could not emerge out significant.

(t) Co-efficients of Correlation with respect to 20 (Family Prestige Value):

The perusal of column 20 of Table 4.39 reveals 15 correlation co-efficients stand out as not significant even at .05 level of confidence. Other very significant negative correlations (13, 14, 17 and 21) and significantly negative relationship with aesthetic value tend to show that family prestige value thwarts social, democratic, knowledge and health values.

(u) Co-efficients of Correlation with respect to 21 (Health Values):

The perusal of last column of Table 4.39 reveals that proper health value promotes social adjustment ($p < .05$) and aesthetic value while on the other it has deterring and disrupting effect on religious, power and family prestige values. It does not support social value to a great extent rather deters it.

D—CORRELATIONAL STUDY OF UPPER-LOWER SES GROUP:

This group consists of 153 cases for study. Thus as a result the degree for freedom is 151. The required values of r s to become significant at 0.05 and 0.01 fiduciary limit are 0.159 and 0.207 respectively.

(a) Co-efficients of Correlation in relation to 1 (Home Adjustment):

It is evident from the row 1 of Table 4.40 that home adjustment bears very significant and positive relationships with other components of adjustment area and goes hand in hand with religious value. Thus it can be said safely in the words of pupil teachers of upper-lower SES group that home-adjustment is very essential factor for proper and satisfactory adjustments in health, social, emotional and educational areas. The maladjustment in home area impairs to a great extent other systems of adjustment. It also impairs the religious value to substantial extent ($p < .5$). Proper home adjustment plays a conducive role to promote economic value. Other 14 co-efficients of correlation are not significant even at .05 fiduciary limit.

(b) Co-efficients of Correlation in relation to 2 (Health Adjustment):

The positive and very significant relationship exists between the following variable-pairs (1 Vs 2), (2 Vs 3), (2 Vs 4) of adjustment. It suggests to infer that ill-health has a deterring effect on all the factors of adjustment area included in the study. It does not bear significant effect on the factor of values, as is evident from low co-efficients of correlation. The variable 2 bears significant and negative relationship with variables 6 to 11 excepting 8. It goes to show that improper adjustment in health area produces deterring effect in the formation of positive attitude towards teaching profession, class-room teaching, education process, pupils and teachers.

(c) Co-efficients of Correlation with respect to 3 (Social Adjustment):

A critical survey of column 3 of Table 4.40 reveals that social-adjustment bears positive and very significant relationship with other factors of adjustment area. It can be said safely that proper social adjustment helps to adjust the individual in home, health, emotional and educational field to a great extent and in turn it seeks help from proper adjustment in other adjustment

TABLE 4.40

Table showing the Coefficients of Correlation Matrix of G_4 of r 's to attain significant level at .05

Code No.	1	2	3	4	5
1.	1.000	.413	.286	.495	.365
2.	—	1.000	.303	.543	.432
3.	—	—	1.000	.427	.413
4.	—	—	—	1.000	.528
5.	—	—	—	—	1.000
6.	—	—	—	—	—
7.	—	—	—	—	—
8.	—	—	—	—	—
9.	—	—	—	—	—
10.	—	—	—	—	—
11.	—	—	—	—	—
12.	—	—	—	—	—
13.	—	—	—	—	—
14.	—	—	—	—	—
15.	—	—	—	—	—
16.	—	—	—	—	—
17.	—	—	—	—	—
18.	—	—	—	—	—
19.	—	—	—	—	—
20.	—	—	—	—	—
21.	—	—	—	—	—

(Upper-Lower SES Group) pupil Teachers with 151 *df*, values and .01 are .159 and .207 respectively :

[illegible]

TABLE 4.07

Code No.	12	13	14	15	16
1.	— .188	— .029	.040	.153	.165
2.	— .003	— .117	— .015	— .023	.088
3.	— .052	— .095	— .018	— .001	.134
4.	— .080	— .064	— .015	— .031	.101
5.	— .070	— .034	.045	— .081	.157
6.	— .131	.141	.135	.058	— .067
7.	— .096	.014	.115	— .033	— .044
8.	— .109	.186	.041	.128	— .187
9.	— .148	.177	.106	.083	— .111
10.	— .125	.222	.017	.173	— .128
11.	— .003	.094	.097	.023	— .157
12.	1.000	— .187	— .381	— .282	.074
13.	—	1.000	.132	.163	— .402
14.	—	—	1.000	.013	— .396
15.	—	—	—	1.000	— .271
16.	—	—	—	—	1.000
17.	—	—	—	—	—
18.	—	—	—	—	—
19.	—	—	—	—	—
20.	—	—	—	—	—
21.	—	—	—	—	—

(b) Co-efficients of Correlation with respect to (Emotional Adjustment)

17	18	19	20	21
— .103	— .024	.064	— .095	.063
— .125	.023	.077	.112	— .037
— .137	.101	— .054	.119	.003
— .155	.171	.148	— .022	— .005
— .188	.164	.077	.084	— .123
.197	— .060	— .149	— .143	.051
.137	.069	.096	— .203	— .005
.277	— .154	— .151	— .129	.092
.223	— .041	— .140	— .211	.094
.150	— .165	— .183	— .133	.174
.189	— .110	— .112	— .176	.126
— .206	.018	.018	.128	— .367
.154	— .410	— .391	— .153	.109
.157	— .219	— .198	— .146	.059
.129	— .151	— .246	— .247	.160
— .297	.322	.297	— .109	— .249
1.000	— .332	— .358	— .257	.022
—	1.000	.231	— .009	— .259
—	—	1.000	— .073	— .206
—	—	—	1.000	— .276
—	—	—	—	1.000

area for its proper development. Rest co-efficients of correlation are not significant even at the lower level (.05) of significance.

(d) Co-efficients of Correlation with respect to 4 (Emotional Adjustment) :

The perusal of column 4 of the Table 4.40 reveals that variable 4 bears significant and positive relationship with variables 1, 2, 3 and 5 ($p < .01$) and 18 ($p < .05$). This tends to show that emotional adjustment affects other adjustment and hedonistic value. It bears negative and significant relationship with attitudes towards class-room teaching, educational process ($p < .01$) and towards teachers, pupils and teaching profession. It goes to show that emotional set back infuses disrupting effect on the proper functioning of attitudes.

(e) Co-efficients Correlation with respect to 5 (Educational Adjustment):

A critical survey of column 5 of the Table 4.40 goes to show that educational adjustment affects and is affected to a very great extent by adjustments in home, health, social and emotional fields. It further goes to show that improper educational adjustment disrupts the proper functioning of attitude towards educational process, pupils and teachers very significantly ($p < .01$). The lack of due educational-achievement deters knowledge value ($p < .05$) however it promotes negative value like hedonistic value.

(f) Co-efficients of Correlation with respect to 6 (Attitude towards teaching profession):

The perusal of sixth column of the Table 4.40 reveals that attitude towards the teaching profession bears conducive and significant relationship with variables 2, 7 to 11 (all have ($p < .01$) and 4 & 17 ($p < .05$). Negative correlations could not emerge out significant. Thus it can very safely be said that appropriate adjustments in health and emotional area alongwith favourable attitudes towards child-centered practices, class-room teaching, educational process, pupils and teachers as well as knowledge

value create amicable environment for proper development of attitude towards teaching profession to a great extent.

(g) Co-efficients of Correlation with respect to 7 (Attitude towards Class-room teaching) :

A critical glance at the seventh column of Table 4.40 reveals that variable 7 bears amicable, favourable and significant relationship with variables 2, 4, 6, 8 to 11 ($p < .01$ for all) significantly negative relationship with 20, the family prestige value ($p < .05$). Thus it can be safely deduced that proper adjustment in health and emotional areas alongwith favourable attitudes towards teaching profession ; child-centred practices, educational process, pupils and teachers go to enhance positive and favourable attitude towards class-room-teaching. However, family prestige value imposes detrimental effect in the proper development of attitude towards class-room teaching.

(h) Co-efficients of Correlation in relation to 2 (Attitude towards Child-centred practices):

A perusal of column 8 of Table 4.40 goes to show that variable 8 bears positive and very significant relationship with variables 6, 7, 9, 10, 11, 17 (all have $p < .01$), 13 ($p < .05$). Thus it can be said on safer grounds that adequate knowledge and social values alongwith proper and favourable attitude towards teaching profession, class-room teaching, educational process, pupils and teachers create significantly favourable attitude towards child-centred practices.

(i) Co-efficients of Correlation with respect to 9 (Attitude towards educational process):

A critical view in the ninth column of Table 4.40 indicates that variable 9 bears amicable and significant relationship with variables 2, 4, 5, 6 to 8, 10, 11 and 17 ($p < .01$) and 13 ($p < .05$) and significantly negative relationship with family prestige value ($p < .05$). It suggests to say that adequate regard for social and knowledge values with lowering of undue family prestige value

tend to foster favourable attitude towards educational process with the help of conducive and favourable attitudes towards teaching profession, class-room teaching, child-centred practices, pupils and teachers. However other correlation-co-efficients stand out rejected.

(j) Co-efficients of Correlation with respect to 10 (Attitude towards Pupils):

A perusal of column 10 of Table 4.40 reveals that variable 10 bears conducive and significant relationship with 2, 6 to 9, 11 and 13 ($p < .01$), 4, 15 and 21 ($p < .05$) and significantly negative relationship with power value ($p < .05$). Thus it can be safely said that adequate regard for social, aesthetic and health values with lowering of undue power value tend to foster favourable attitude towards pupils with the help of conducive and favourable attitudes towards teaching profession, class-room teaching, child-centred practices, educational process and teachers. However rest of the co-efficients of correlation could not emerge out significant.

(k) Co-efficients of Correlation in relation to 11 (Attitude towards Teachers):

A critical survey of column 11 of Table 4.40 reveals that variable No. 11 bears a conducive as well as significant relationship with variables 2, 5, 6 to 10 (all have $p < .01$) and 4 & 17 ($p < .05$) and significantly negative relationship with 20 ($p < .05$). Thus it can be safely mentioned that adequate regard for knowledge with lowering of undue family prestige value tends to foster favourable and conducive attitude towards teachers with the help of proper and amicable attitudes towards teaching profession, class-room teaching, child-centred practices and pupils. Rest of the correlation co-efficients present in this column fail to register significance.

(l) Co-efficients of Correlation with respect to 12 (Religious Value):

The perusal of column 12 of Table 4.40 reveals that variable no. 12 bears amicable and significant relationship with variable

no. 1 ($p < .05$) and negative as well as significant relationship with variables 14, 15 and 21 ($p < .01$) and 17 and 13 ($p < .05$). Thus it can safely be summed up that adequate adjustment in home fosters religious value. However, over regard for religious value bears a deterring effect on social, democratic, aesthetic, knowledge and health values to a large extent.

(m) Co-efficients of Correlation in relation to 13 (Social Value) :

A critical view in column 13 of Table 4.40 indicates that variable 13 bears a positive and significant relationship with variable 10 ($p < .01$) and 8, 9 & 15 ($p < .05$), and negative and significant relationship with variables 18, 16 and 19 (all have $p < .01$). Thus it can be safely said that adequate social value infuses favourable attitude towards pupil, child-centred practices and educational process and promises to support aesthetic value significantly. However, its proper and adequate development is definitely hampered by overweighing the economic, hedonistic and power values.

(n) Co-efficients of Correlation with respect to 14 (Democratic Value).

The correlational evidences present in column 14 of Table 4.40 reveal that variable 14 bears negative and significant relationship with variables 16, 18 & 12 (all have $p < .01$) and 19 ($p < .05$) co-efficients of correlation with variable no. 1 to 11 are not significant. Thus it can be said emphatically that for proper growth and development of adequate democratic value the undue weightage put by the individual over economic, hedonistic, religious and power values have to be curtailed.

(o) Co-efficients of Correlation with respect to 15 (Aesthetic Value):

The perusal of column 15 of Table 4.40 reveals that variable 15 bears significant and positive relationship variables 10, 13 and 21 ($p < .05$) and very significantly negative relationship with 12, 16, 19 and 20 (all have $p < .01$). Thus it can safely summed up

that in order to prop the aesthetic value due care should be taken to foster health and social values alongwith favourable attitude towards pupils and curtailing the undue weightage present in the individual on religious, economic ; power and family prestige values.

(p) Co-efficients of Correlation in relation to 16 (Economic Value):

The perusal of column 16 of the above table goes to reveal that variable 16 bears significant and positive relationship with variables 18 and 19 ($p < .01$) and negative as well as significant relationship with variables 17, 21, 13, 14 and 15 ($p < .01$). It goes to show that hedonistic and power values get infatuated due to economic value. In turn all the three combine and down-trod, to a great extent, the positive values of value-system of the individual like social, democratic, aesthetic, knowledge and health values.

(q) Co-efficients of Correlation in relation to 17 (Knowledge Value):

Correlational evidences present in column 17 of the above table go to show that variable 17 bears conducive and significant relationship with variables 5, 6 & 11 (each has $p < .05$), 8 and 9 ($p < .01$) and very significant as well as negative relationship with variable nos. 12, 18, 19 and 20 (each has $p < .01$). Thus it can be inferred safely that in order to prop the adequate level of knowledge value one should have adequate educational adjustment and favourable attitudes towards teaching profession, teachers, child-centred practices and educational process and be cautious against overweighing the religious, hedonistic, power and family prestige values.

(r) Co-efficients of Correlation in relation to 18 (Hedonistic Value):

It can be said with evidences that overweighing the hedonistic value deters many positive values, like health, knowledge, democratic and social to a great extent. It also interferes with emotional and educational adjustment and impairs proper attitudes towards pupils. Rest co-efficients of correlation could not emerge out significant.

(s) Co-efficients of Correlation in relation to 19 (Power Value):

A critical survey of column 19 of Table 4.40 reveals that variable 19 bears very significant and positive relationship with variables 16 and 18 ($p < .01$) and bears negative as well as significant relationship with 10, 14 and 21 ($p < .05$) and 13, 17 and 15 ($p < .01$). All these go to say that power value requires the support of economic and hedonistic values for high esteem existence. In order to achieve due standard of power value one should try to foster positive values like social, knowledge, health and democratic.

(t) Co-efficients of Correlation with respect to 20 (Family-Prestige Value):

The perusal of column 20 of the above table reveals that variable 20 does not bear significant and positive relationship with any variable. However, it does bear significant as well as negative relationship with 9, 17, 15 and 21 (each has $p < .01$) and 7 and 11 ($p < .05$). Thus it can be said safely that over weightage of family prestige value tends to deter the proper level of favourable attitudes towards class-room teaching, educational process and teachers. Not only that it pays less regard to knowledge, aesthetic, and health values.

(u) Co-efficients of Correlation with respect to 21 (Health Value):

A critical survey of the last column of Table 4.40 reveals that undue over weightage given to religious, economic, hedonistic and family values ($p < .01$) and power value ($p < .05$) produce disbalance in health value. They significantly affect it adversely. However, health value finds some soothing and consoling support by aesthetic value alongwith favourable attitude towards pupils.

E—CORRELATIONAL STUDY OF TOTAL SAMPLE ;

Cases under study count to 500. Thus the required degree of freedom is 498. The required values of r to be significant at .05

and .01 fiduciary limits are 0.088 and 0.115 respectively. One thing more is to be borne in mind that higher adjustment scores are related to maladjustment. Hence their relationship with proper and favourable attitudes bear negative sign. Some effective alterations have to be taken in consideration while adding meaning to it.

(a) Co-efficients of Correlation in relation to 1 (Home Adjustment):

A critical survey of the first row of Table 4.41 reveals that variable 1 bears positive and significant relationship with variables 2, 3, 4, and 5 (each has $p < .01$) and 19 ($p < .05$). It bears significant as well as negative relationship with variables 7, 8, 10 and 11 ($p < .01$) and 9 & 15 ($p < .05$). Thus it can be safely said that total SES group-pupil-teachers express that adequate and effective adjustment in home affects other adjustment areas accordingly. It helps the individual a great deal to enhance power value. It can further be added that disturbance in adjustment in home area has deterring effect on attitudes towards class-room teaching, child centred practices, pupils and teachers to a great extent. The aesthetic value of the individual starts mal-functioning under the stress of home maladjustment. However as many as 9 variables do not bear significant *rs*.

(d) Co-efficients of Correlation with respect to 2 (Health Adjustment):

A perusal of second row of the Table 4.41 reveals that health adjustment bears positive and very significant relationship with home, social, emotional and educational adjustment. It goes to show that ill-health produces significant problems in all the areas of adjustment. It further leads to say that defective health adjustment impairs the conducive and favourable attitudes towards class-room teaching, educational process, pupils, teachers, teaching profession and child-centred practices to a very great extent. In the value area, the health adjustment bears a significant ($p < .05$) and negative relationship with knowledge value i.e.

it deters the adequate development of knowledge value in the value-system.

(c) **Co-efficients of Correlation with respect to 3 (Social Adjustment) :**

A critical survey of column 3 of the Table 4.41 reveals that defective social adjustment bears very significant ($p > .01$) and positive relationship with home, health, emotional and educational adjustments. It can be safely said that amicable adjustment in social context finds and lends ample support from and to home, health, emotional and educational adjustment. It further goes to say that improper social adjustment hinders the proper growth and favourable attitudes towards teaching profession, teachers, class-room-teaching, educational process and pupils. It does bear significant relationship and impact only on health value ($p < .05$) in the value system.

(d) **Co-efficients of Correlation with respect to 4 (Emotional Adjustment) :**

A critical and close perusal of column 4 of Table 4.41 reveals that proper adjustment in emotional field creates adequate health, home, social and educational adjustment ($p < .01$). It further reveals that emotional problems in the individual tend to deter the favourable attitudes towards class-room teaching, pupils, teachers, teaching profession, educational process and child-centred practices to significantly great extent ($p < .01$). The emotional problems tend to affect to a significant extent, adversely knowledge and democratic values. However other correlation-co-efficients could not emerge out significant at .05 level confidence.

(e) **Co-efficients of Correlation with respect to 5 (Educational Adjustment) :**

A perusal of column 5 of Table 4.41 goes to reveal that educational adjustment tends to help home, health, social and emotional adjustment to very great extent ($p < .01$). It further goes

TABLE 4.41

Table showing the Correlation Matrix of Combined Group of r 's required to emerge out significant at .05 and

Code No.	1	2	3	4	5
1.	1.000	.390	.236	.454	.444
2.	—	1.000	.245	.488	.430
3.	—	—	1.000	.470	.383
4.	—	—	—	1.000	.517
5.	—	—	—	—	1.000
6.	—	—	—	—	—
7.	—	—	—	—	—
8.	—	—	—	—	—
9.	—	—	—	—	—
10.	—	—	—	—	—
11.	—	—	—	—	—
12.	—	—	—	—	—
13.	—	—	—	—	—
14.	—	—	—	—	—
15.	—	—	—	—	—
16.	—	—	—	—	—
17.	—	—	—	—	—
18.	—	—	—	—	—
19.	—	—	—	—	—
20.	—	—	—	—	—
21.	—	—	—	—	—

Code No.	12	13	14	15	16
1.	.020	.000	.002	-.089	.034
2.	.071	-.076	-.045	-.029	.094
3.	.066	.011	-.078	.031	.098
4.	.026	.053	-.105	.051	.061
5.	.075	-.076	-.078	-.108	.137
6.	.025	.115	.049	-.041	-.139
7.	-.080	.065	.088	.037	-.088
8.	-.048	.132	.053	.090	-.158
9.	-.081	.144	.037	.091	-.124
10.	-.057	.164	.032	.115	-.146
11.	.016	.101	.039	.062	-.138
12.	1.000	-.111	-.284	-.278	-.147
13.	—	1.000	.096	.060	-.301
14.	—	—	1.000	-.066	-.239
16.	—	—	—	1.000	-.131
16.	—	—	—	—	1.000
17.	—	—	—	—	—
18.	—	—	—	—	—
19.	—	—	—	—	—
20.	—	—	—	—	—
21.	—	—	—	—	—

17	18	19	20	21
-.058	.020	.112	-.047	.038
-.118	.064	.027	.045	-.046
-.067	.005	-.042	.030	-.089
-.124	.079	.029	.000	-.079
-.159	.166	.072	.058	-.097
.136	-.081	-.049	-.029	.020
.140	-.043	-.013	-.076	-.001
.202	-.168	-.104	-.096	.095
.222	-.154	-.106	-.118	.103
.173	-.176	-.120	-.060	.055
.113	-.164	-.063	-.052	.065
-.177	.008	-.048	.150	-.238
.158	-.303	-.296	-.235	-.051
.152	-.221	-.137	-.215	-.002
.129	-.265	-.245	-.253	.090
.329	.237	.228	-.050	-.238
1.000	-.339	-.346	-.278	.037
—	1.000	.137	.025	-.146
—	—	1.000	-.003	-.166
—	—	—	1.000	-.288
—	—	—	—	1.000

to show that inadequate educational adjustment (achievement) adversely affects the smooth functioning and favourable attitudes towards educational process, teaching profession, teachers, pupils, class-room teaching and child-centred practices (all have $p < .01$). In the value area it is found that educational adjustment supports in the up-growth of economic and hedonistic values and lowering of aesthetic and knowledge values in the value system.

(f) Co-efficients of Correlation in relation to 6 (Attitude towards teaching profession):

A critical survey of column 6 of Table 4.41 goes to reveal that variable 6 bears amicable and significant relationship with variables 2, 3, 4, 5, 7 to 11, 13 and 17 (all have $p < .01$) and negative significant relationship with 16 ($p < .01$). Thus it can be safely mentioned that proper and favourable attitude towards teaching profession can be acquired through knowledge and social values and adequate adjustment in home, health, social, emotional and educational areas along with positive attitudes towards teachers ($r = .576$, $p < .01$), educational process, class-room teaching child-centred practices and pupils. However, extra and undue weightage lent to economic value hampers the attitude towards the teaching profession. Thus it can be said that high economic value does not play a supporting role in the formation of favourable attitude towards the teaching profession.

(g) Co-efficients of Correlation with respect to 7 (Attitude towards Class-room teaching):

A perusal of the column 7 of the Table 4.41 reveals that variable 7 bears conducive and very significant relationship with variables related to adjustment, knowledge value and other attitude areas coming in purview of this study ($p < .01$). However economic value bears a negative and significant ($p < .05$) relationship with attitude towards class-room teaching. Thus it can be safely inferred that amicable adjustment in home, health, social, emotional and educational areas, adequate knowledge value along with conducive and favourable attitudes towards teachers, tea-

ching profession, educational process, child-centred practices and pupils play very significant role to instil and promote proper attitude towards class-room teaching. However, high economic value tends to hinder the proper development of this attitude. Other relationships do not emerge out significant at even .05 level of significance.

(h) Co-efficients of Correlation with respect to 8 (Attitude towards Child-centred Practices):

A critical glance at the column 8 of the Table 4.41 reveals that variable 8 bears conducive and very significant relationship with variables 1, 2, 4, 5, 6, 7, 9, 10, 11, 13 and 17 alongwith $15(p < .05)$ and significantly negative relationship with variables 18, 16, 19, 20 and 21. Thus it can be safely said that for proper and conducive upbringing of attitude towards child-centred practices one should foster adequate home, health, emotional and educational achievement and high regard for social, knowledge and aesthetic values and cater for proper and favourable attitudes towards teaching profession, teachers, class-room teaching, educational process and pupils while curtailing the undue weightage attached to economic, hedonistic, power and family prestige values in the value system.

(i) Co-efficients of Correlation in relation to 9 (Attitude towards Educational Process):

A closer look in the correlations present in the ninth column of Table 4.41 reveals that variable 9 bears a conducive and significant relationship with variables 2 to 8, 10, 11, 13, 15 and 17 ($p < .01$) and 1 and 21 ($p < .05$) and significantly negative relationship with variables 16, 18 and 20 ($p < .01$) and 19 ($p < .05$). Thus it can be safely said that for conducive attitude towards educational process (study-habits, reasoning etc.) one should foster proper and adequate adjustments in health, social, emotional, educational and home areas and hold high regard for knowledge, social and aesthetic values and cater for conducive and favourable attitudes towards child-centred practices, teachers, pupils class-

room teaching and teaching profession while curtailing the overweightage attached by the individual to economic, hedonistic, power and family prestige value present in the value-system.

(j) Co-efficients of Correlation with respect to 10 (Attitude towards pupils):

A perusal of tenth column of the Table 4.41 reveals that variable 10 bears conducive and significant relationship with variables 1 to 9, 13, 15 and 17 (all have $p < .01$) and negative as well as significant relationship with 18, 16 and 19 ($p < .01$). All these go to say on safer grounds that proper and adequate attitude towards pupils by fostering amicable adjustments in educational, home, emotional, health and social areas and holding high regards for knowledge, social and aesthetic values and catering for proper and favourable attitudes towards teachers, educational process, child centred practices, teaching profession and class-room teaching while clipping off the overriding weightage placed by the person on economic, hedonistic and power values.

(k) Co-efficients of Correlation in relation to 11 (Attitude towards teachers):

A critical survey of eleventh column of the Table 4.41 goes to reveal that attitude towards teachers bears conducive and significant relationship with variables 1 to 10 ($p > .01$) and 13 and 17 ($p < .05$) and negative as well as significant relationship with 18 and 16 ($p < .0$). Thus it can be said with evidence that in order to instil amicable and favourable attitude towards teachers one should tone down the economic and hedonistic values and hold high regards for positive values like knowledge and social values, at the same time should foster and cater for proper adjustments in home, health, educational, social and emotional areas and adequately favourable attitude towards teaching profession, class-room teaching, child-centred practices, educational process and pupils. Other correlations present in this column stand out rejected on the ground of non-significance.

(l) Co-efficients of Correlation in relation to 12 (Religious Value):

The perusal of column 12 of the Table 4.41 reveals that religious value bears very significantly positive relationship with family-prestige value while significantly negative relationship with democratic, aesthetic, health, knowledge, economic (all have $p < .01$) and social ($p < .05$) values. Thus it can be safely summed up that family prestige value props religious value which in turn snatches away the desired weight on positive values like democratic, knowledge, health, social and aesthetic values for its overgrowth,

(m) Co-efficients of Correlation in relation to 13 (Social Value):

A perusal of column 13 of the Table 4.41 goes to reveal that social value bears positive as well as significant relationship with variables 6, 8, 9, 10 and 17 ($p > .01$) and 11 and 14 ($p < .05$) and negative and significant relationship with values 12 ($p < .05$) and 18, 16, 19 and 20 ($p < .01$). All these evidences lead to say that adequate social value can be achieved by wiping away the overweight laid by a person in his/her value system on negative values like hedonistic, economic, power, religious and family prestige values on one hand while propping democratic and knowledge values alongwith favourable and conducive attitudes towards teaching profession, child-centred practices, educational process, pupils and teachers.

(n) Co-efficients of Correlation with respect to 14 (Democratic Value):

A critical and closer look in column 14 of Table 4.41 tends to reveal that democratic variable bears positively conducive and significant relationship with 17 ($p > .01$), 13 and 4 ($p > .05$) and significantly negative relationship with values 18, 19 and 20 ($p > .01$). For good citizenship one must inculcate democratic value. Thus it may be safely mentioned that democratic and social values go hand in hand it requires the support of amicable emotional adjustment. For its fuller and effective development

it is worth noting that hedonistic, power and family-prestige values be toned down to a great extent. Other correlations of column could not emerge out significant at any fiduciary limit.

(o) Co-efficients of Correlation in relation to 15 (Aesthetic Value):

A critical perusal of column 15 of the Table 4.41 reveals that aesthetic value bears conducive and significant relationship with variables 1, 5, 8, 9, and 21 ($p > .05$), 10 and 17 ($p > .01$) and significantly negative relationship with variables 12, 18, 20 and 19 ($p > .01$). It can be said on safer grounds that for fuller and effective upbringing of aesthetic value the negative values like religious, hedonistic, family prestige and power should be toned down and knowledge and health values be held high alongwith effectively adequate home and educational adjustments and favourable attitudes towards child-centred practices, educational process and pupils.

(p) Co-efficients of Correlation in relation to 16 (Economic Value):

A perusal of column 16 of the Table 4.41 reveals that economic value bears negatively conducive and significant relationship with variables 17, 21, 13, 14, 15, 8 to 10 5 and 6 (all have $p > .01$), 7, 2 and 3 ($p > .05$), and significantly positive relationship with 18 and 19 ($p > .01$). Thus it can be summed up as follows. Economic value finds ample support from hedonistic and power value and affects knowledge, health, social, democratic and aesthetic values alongwith conducive attitudes and good adjustments in health, social and educational areas quite adversely.

(q) Co-efficients of Correlation with respect to 17 (Knowledge Value):

A critical survey of column 17 of the Table 4.41 goes to reveal that variable 17 bears a conducive and significant relationship with variables 16, 9, 8, 10, 13, 5, 14, 7, 6, 15, 4 and 2 (all have $p > .01$), 11 ($p > .05$) and significantly negative relationship with variables 19, 18, 20 ($p < .01$) and 12 ($p > .05$). Only two correlations were found not significant. All these go to suggest

that adequate knowledge value can be developed by upbringing positive values like social, democratic and aesthetic with proper adjustments in emotional, educational and health areas. Proper and favourable attitudes towards educational process, child-centred practices pupils, class-room teaching and teaching profession with economic support tend to produce proper level of knowledge value in a person. However he/she shall have to lower down hedonistic, power and family prestige values for the right cause.

(r) Co-efficients of Correlation in relation to 18 (Hedonistic Value):

While going through various correlation co-efficients present in the 18th column of the Table 4.41 it is found that variable 18 bears positive and very significant relationship with economic and power values and negative and significantly non-conductive relationship with 5, 8 to 11, 13, 14, 15, 17 and 21 (all have $p < .01$). It goes to mention evidently that economic and power values play very significant and favourable role to promote hedonistic value. This negative value down trods social, democratic, aesthetic, knowledge and health and disturbs the proper development of educational adjustment and deters adequate and favourable attitudes towards child-centred practices, educational process, pupils and teachers.

(s) Co-efficients of Correlation with respect to 19 (Power Value):

A perusal of column 19 of Table 4.41 goes to reveal that value 19 bears positive and very significant relationship with economic and hedonistic values and bears non-conductive, negative and significant relationship with variables 17, 13, 15, 14, 21, 10 and 9 (all have $p > .01$) and 1 and 8 ($p < .05$). Thus it can be safely summed up that power value finds ample and effective support from economic and hedonistic values. Its toned up high regard creates very significant problems in home area hampering its adjustment. It can also be treated as a negative value because it disturbs and disrupts conducive attitudes towards child-centred practices, educational process and pupils and proper balance of

values like knowledge, social, democratic, aesthetic and health in the value system of the individuals.

(t) Co-efficients of Correlation in relation to 20 (Family Prestige Value):

The perusal of column 20 of the Table 4.41 reveals that family prestige value bears very significant and positive relationship with religious value. It can be said that the two extend support to each other. It produces dys-function-effect on health, knowledge, aesthetic, social and democratic values (all have $p < .01$). It also tends to deter the favourable attitude towards educational process and child-centred practices to a great extent. Other correlations failed to emerge significant.

(u) Co-efficients of Correlation in relation to 21 (Health Value):

A critical survey of the last column of the Table 4.41 reveals that health value bears conducive and significant relationship with variables 3, 5, 8, 9 and 15 ($p > .05$) and negative and significant relationship with variables 20, 16, 12, 18 and 19 ($p < .01$). All these amply support that proper social and educational adjustment with conducive and favourable attitudes towards child-centred practices and educational process and toned up aesthetic value prop adequate health value. It finds disrupting and deterring blows hedonistic, family-prestige, economic, power and religious wings of value system.

For the validation of hypotheses, all the main hypotheses have been sub-divided in accordance with the variables of Adjustment, Attitude and Values. These sub-divided hypotheses have been tested and discussed with the relevant tables of t -values of these variables. On the whole some hypotheses are partially accepted while others are partially rejected. The discussion and the significant relationship of the various co-efficients of correlation are also given with value of co-efficients of correlation in different tables. These relationships are partially significantly related while others are not related. Hence all the hypotheses of this study have been tested and found partially correct and partially wrong.

4.6 INTERPRETATION AND NAMING OF FACTORS

Before data in the factor analysis are given and discussed, it is equally necessary to simplify the apparent factorial complexity of the various variables or the items included in the variables of three tests namely, adjustment, attitude and values by ignoring the small sizes of the various factor loadings, here also no uniform pattern was followed. Fruchter has suggested that the values of factor loading less than .20 generally speaking, are insignificant, hence can be ignored. Cranback also supports this above view. Handerson and Leton have ignored values upto .30 for the purpose of factorial interpretation. In a recent paper on 'The Factorial Analysis of Perceptual and Abstract Reasoning Abilities in tests of concrete operational thought' by Jerry Carlson and Karl Heinz Wiedl factor loadings, having a magnitude upto .40 have been ignored. In the present study we have considered only those factor loadings which have a magnitude of more than .35. Group-wise (SES) factors extracted with their factor loadings are given in the Tables 4.42 to 4.46.

A—FACTOR MATRIX OF THE TOTAL PUPIL-TEACHERS :

Perusal and inferential naming of different factors according to Table 4.42:

Factor	1	Adjustment Factor.
Factor	2	Attitude Factor.
Factor	3	Citizenship Factor.
Factor	4	Educational Factor.
Factor	5	Aesthetic Factor.
Factor	6	Social Factor.

A close and critical survey of Table 4.42 reveals that the variables 1 to 5, which are related to the adjustment areas (Home, Health, Social, Emotional and Educational Adjustments) bear distinctively large values of positive loadings. Hence Factor 1 may be treated as 'Adjustment Factor'. Similarly the large and

TABLE 4.42

Table showing the Varimax Rotated Factor Matrix of the Total Pupil Teachers

Vari- able No.	F A C T O R S						Commu- nality
	1	2	3	4	5	6	
1.	.7114	-.0881	-.0470	.0554	-.2435	-.1978	.6177
2.	.6829	-.1341	-.0655	-.0481	-.0299	-.0517	.4947
3.	.5998	-.0903	.0721	-.0275	.2783	.2469	.5124
4.	.7987	-.1758	.0190	.0124	.1375	.0811	.6950
5.	.7502	-.1422	-.1408	-.0518	-.0497	.0577	.6114
6.	-.0808	.7364	.0388	-.0887	-.1875	-.0480	.5957
7.	-.2110	.6787	-.0226	+.1119	-.0735	.0943	.5326
8.	-.0264	.7029	.1521	.0632	.0911	-.0244	.5309

9.	-.0816	.7477	.1150	.1013	.0612	-.0639	.5972
10.	-.1758	.6643	.1663	.0148	.1366	.0366	.5202
11.	-.1230	.7727	.0608	-.0571	-.0229	-.0624	.6237
12.	.0786	-.0068	.0225	-.8042	-.0367	-.0128	.6551
13.	.0618	.1220	.6151	.1131	-.0540	.2097	.4568
14.	-.0717	-.0186	.3528	.4321	-.6236	.0935	.7144
15.	-.0365	.0224	.2921	.3622	.6784	-.0628	.6827
16.	.0675	-.0952	-.6498	.2524	.2050	.3638	.6741
17.	-.1029	.1455	.5962	.2244	-.0296	-.0368	.4399
18.	.0504	-.1059	-.6159	-.0678	-.0335	.0327	.4000
19.	.0375	-.0074	-.6352	.0975	-.2566	.0789	.4866
20.	-.0484	-.0866	-.1238	-.6437	-.0141	.2313	.4933
21.	-.0389	.0376	.0655	.2197	.0996	-.8915	.8603

TABLE 4.43
Table showing the Varimax Rotated Factor Matrix of the Upper SES Group

Vari- able No.	F A C T O R S						Comm- nality
	1	2	3	4	5	6	
1.	.8125	.0284	-.1933	-.0598	-.0576	.0229	.7412
2.	.7814	-.0667	.0659	.0257	.1231	.0804	.8421
3.	.4365	.0522	.4318	-.4843	.0976	.2185	.8034
4.	.8262	-.1237	-.2104	.0588	-.1409	-.0869	.8632
5.	.8072	-.0686	.3028	-.0196	.1007	-.0136	.7603
6.	.0840	.5286	.4242	.2745	-.3254	.1156	.6788
7.	-.1210	.1061	.1519	.6120	.3117	.1993	.8343
8.	-.0581	.1315	-.0888	.8338	.0387	-.0162	.7282

9.	-.0700	.6676	-.1128	.3377	.1883	.2188	-.3584	.7894
10.	-.1406	.8072	.0053	.2014	.0660	.1939	.0612	.7578
11.	.0554	.3255	.2833	.7235	-.2798	.0520	.0529	.7967
12.	-.0133	-.0578	.7738	.0313	-.1645	.1217	.2384	.7020
13.	-.0713	.0867	-.0110	.0677	-.9035	.0688	-.0890	.8463
14.	-.0480	-.0254	-.0111	-.0355	.0026	-.9254	-.0394	.8624
15.	-.1104	.0262	-.8317	0.457	-.0353	.3091	.1004	.8138
16.	.3800	-.3001	-.2477	.0065	.4495	.3755	-.0922	.6476
17.	-.1307	.7544	-.1548	.0287	.2032	-.3806	-.0022	.7973
18.	-.0983	-.8352	-.1167	.0022	.3323	.1199	-.1197	.8601
19.	.7330	.0228	.1909	-.2360	.1285	.1106	-.2354	.7142
20.	-.0322	.1341	.6668	.1142	.4613	.2055	-.1493	.7542
21.	-.5010	.0410	-.2889	-.1387	-.4384	-.0795	.3719	.6924

TABLE 4.44

Table Showing Varimax Rotated Factor Matrix of the Upper-Middle SES Group

Variable No.	FACTORS						Communality
	1	2	3	4	5	6	
1.	-.0758	.7722	.0517	-.0807	.1442	-.2534	.6964
2.	-.1228	.6301	-.0508	.0184	-.1648	-.0602	.4459
3.	-.1242	.5999	.1464	.0076	.0319	.3262	.5043
4.	-.2792	.7532	.0928	-.0279	-.1284	.2220	.7206
5.	-.2135	.7285	-.1828	-.0327	-.0130	.0471	.6133
6.	.7000	-.1418	-.0141	-.0692	.0797	-.1723	.5512
7.	.6838	.1967	.0767	.1873	-.1434	-.1063	.5793
8.	.6839	.0041	.1319	.0311	.2992	.0900	.5838

9.	.7120	-.5046	.2076	.0325	.2288	.0954	.6157
10.	.6546	-.2386	.0566	.0266	.0046	.1320	.5069
11.	.7736	-.2087	-.0226	-.0990	-.0369	.0344	.6549
12.	.0357	1182	.0952	-.7875	.0082	.0245	.6452
13.	.0804	.0853	.6215	.1420	-.2991	-.0273	.3105
14.	.0645	-.1279	.2794	.3459	-.0337	.6904	.6963
15.	.0488	-.0365	.3897	.3208	-.0007	.6201	.6432
16.	.0533	.1060	-.5860	.3252	-.4116	.1594	.6581
17.	.1008	-.0149	.6360	.2335	.1347	-.0341	.4889
18.	.1404	.0107	-.6061	.0705	-.2042	.0311	.4349
19.	.0227	-.0058	-.6469	.0461	.2399	-.2163	.5256
20.	-.0851	-.0650	-.2036	-.7161	-.2165	.0169	.6150
21.	.0694.	-.0856	-.0190	.2163	.8292	.0344	.7481

positive loadings under the 2nd column of factor are exclusively related to attitude test i.e. attitude towards teaching profession, attitude towards teachers, attitude towards educational process, attitude towards child-centred practices, attitude towards classroom teaching and attitude towards pupils. Hence Factor 2 may be named as "Attitude Factor". In the third column the large and positive correlations are found with social value, democratic value, knowledge value and aesthetic value. Thus these loadings lead that factor 3 may be called as "Citizenship Factor." In column 4 large loadings are related to democratic, aesthetic, economic, knowledge and health values. Hence Factor 4 can be named as "Educational Factor." In column five positive and high loads are related to aesthetic value, economic value and social adjustment. Hence factor 5 may be termed as 'Aesthetic Factor.' Lastly the column 6 bears larger and positive loadings related to economic, family prestige, social adjustment and social value. Thus this factor can be termed as "Social Factor." The highest communality belongs to variable 21, i. e. health value. It can be said that Health Value should be treated as primary and basic component for all these factors:

B—FACTOR MATRIX OF THE UPPER SES GROUP :

Perusal and inferential naming of different factors according to Table 4.43:

Factor	1	Adjustment Factor.
Factor	2	Attitude Factor.
Factor	3	Religious Factor.
Factor	4	Class-room Interaction Factor.
Factor	5	Family Prestige Factor.
Factor	6	Economic Factor.
Factor	7	Health Factor.

It is seen that in the first column well pronounced loads are in adjustment areas along with economic value. It supports that money extends help in adjustment area to a great extent.

Thus the factor 1 may be named as Adjustment Factor. In the second column most of the well pronounced loads are in attitude area along with knowledge value. It suggests that in order to have favourable attitude, one should bear full acquaintance with essentialities in different attitude area. That is best suited to call it, "Attitude Factor." Factor 3 bears well pronounced loads at variables religious value, family prestige, attitude towards teaching profession and teachers. Thus it can be named as "Religious Factor." Family prestige extends large support to this factor. In factor 4 pronounced loads belong to child-centred practices, teachers, class-room teaching and educational process variable. Hence this may be termed as "Class-Room Interaction Factor." Factor 5 includes family prestige economic, hedonistic value with negation of social value and health value. Thus it goes to suggest that this factor be named as "Family-Prestige Value." Factor 6 includes positive load on economic, aesthetic, social adjustment, family prestige, power, hedonistic value and discouraging load on democratic value. Hence it can be named as "Economic Factor." Factor 7 includes positive and high load on Health and Social Adjustments with Health Value disregarding power value. Thus it may be named as "Health Factor."

C—FACTOR MATRIX OF THE UPPER—MIDDLE SES GROUP

Perusal and inferential naming of different factors according to Table 4.44 :

Factor	1	Attitude Factor.
Factor	2	Adjustment Factor.
Factor	3	Social Factor.
Factor	4	Citizenship Factor.
Factor	5	Health Factor.
Factor	6	Aesthetic Factor.

In the column of Factor 1 it is found that well pronounced loads cluster around attitude variables. Hence Factor 1 may be named as "Attitude Factor." In Factor 2 column, positive and well pronounced loads fall in Adjustment area. It is also seen that attitude variables pertaining to pupils and teachers have negative loadings. It shows that inadequate adjustments distort the favourable attitude towards pupils and teachers. Hence it is safe to name it "Adjustment Factor." In Factor 3 column high and positive loads are around social, knowledge, aesthetic and democratic values. It also bears negative as well as high loads on power, economic and hedonistic and educational adjustment. Thus it can be named as "Social Factor." Factor 4 column bears positive and high loads of democratic, economic, aesthetic, knowledge and health values and high and negative loads on family prestige and religious value. Hence it may be named as "Citizenship Factor." Because citizenship values entertain democratic, aesthetic, economic, knowledge and health as essential components while it disregards religious and family prestige values. For a good citizen, nation is a broader family and it can prosper only if communalistic ideology is brushed off. Factor 5 bears highly positive load on health value, it shows to disregard economic, hedonistic and family prestige values. Thus Factor 5 can be called "Health Factor." The factor 6 column bears positive as well high load on aesthetic value and emotional and social adjustment. These go to suggest that Factor 6 may be named as "Aesthetic Factor."

D—FACTOR MATRIX OF THE LOWER-MIDDLE SES GROUP

Perusal and Inferential naming of different factors according to the Table 4.45 :

Factor	1	Attitude Factor.
Factor	2	Adjustment Factor.
Factor	3	Citizenship Factor.
Factor	4	Family Prestige Factor.

Factor	5	Hedonistic Factor.
Factor	6	Educational Factor.
Factor	7	Religious Factor.

Factor 1 column bears well pronounced larger and positive loads on all the variables of attitude area. Hence it may be safely named as "Attitude Factor". Factor 2 column has positive and large loads clustering around adjustment variables. Thus it can be very safely called "Adjustment Factor". Factor 3 column has emphatic loads on social, knowledge, aesthetic and democratic values and discouraging loads around hedonistic and economic values. Hence Factor 3 can be called "Citizenship Factor". Factor 4 includes positive and high loads on the variables of family prestige, religious values and social adjustment area. It bears discouraging load on health value. So it may be termed as "Family Prestige Factor". The positive and high loads in Factor 5 is around hedonistic, economic and religious values. Hence it is best called "Hedonistic Factor". In the column below Factor 6 is positive and larger loads are in knowledge and democratic values alongwith educational and social adjustment and bears heavily impeding loads on power and economic values. Thus it can be named as "Educational Factors". Lastly in the column below factor 7 highest positive load is in religious value area and discouraging negative loads in economic and democratic values. Thus best suited name that can be given to it is "Religious Factor".

E-FACTOR MATRIX OF THE UPPER-LOWER SES GROUP :

Perusal and Inferential naming of different factors according to the Table 4.46 :

Factor	1	Adjustment Factor.
Factor	2	Attitude Factor.
Factor	3	Social Factor.
Factor	4	Aesthetic Factor.
Factor	5	Citizenship Factor.
Factor	6	Educational Factor.

TABLE 4.45
Table showing the Varimax Rotated Factor Matrix of the Lower-Middle SES Group

Variable No.	F A C T O R S							Communi- nality.
	1	2	3	4	5	6	7	
1.	-.1528	.6889	.1257	-.2954	.1651	.1117	-.0117	.6411
2.	-.1195	.6901	-.0404	-.0205	-.0191	-.0543	.0825	.5028
3.	-.1806	.5202	.0265	.6012	-.0602	.1833	-.1654	.7301
4.	-.0642	.7984	.0278	.0608	-.0605	-.2047	.1179	.7055
5.	-.0671	.7844	-.1430	.1488	.1421	.1774	-.0413	.7158
6.	.7688	-.1050	.1111	-.1004	.1313	-.1429	.2474	.7235
7.	.6421	-.2886	-.0360	.1331	-.1157	.0918	.0574	.6065
8.	.7203	-.1204	.0587	-.0260	.0383	.1099	-.0770	.5571
9.	.8093	-.0226	-.0376	-.1511	.0812	-.0064	-.1164	.7000

10.	.6881	-.0826	.2031	.1402	-.0289	.1600	.0887	.5756
11.	.7541	.0222	.1179	-.0447	-.1972	.0127	.0391	.6258
12.	-.0193	.1492	-.1254	.2266	.2141	.0724	.7931	.7699
13.	.2010	.0520	.7693	.0004	-.0393	-.0859	.0835	.6509
14.	.0660	-.0628	.5525	-.0733	.1197	.4205	-.3237	.6150
15.	-.0031	-.0258	-.1943	-.1291	-.8324	.0467	-.0653	.7546
16.	-.2232	.0096	-.3212	.1723	.2310	-.2782	-.6232	.7021
17.	.1115	-.2364	.4252	-.3147	-.0437	.4647	.1321	.5836
18.	-.0596	.1398	-.4286	-.0262	.6974	-.0547	-.0111	.6970
19.	-.0990	.0502	.0318	.0735	.0934	-.8166	-.1614	.7204
20.	.0300	-.0989	-.2992	.6407	.0082	-.1290	.1403	.5472
21.	-.0021	.0530	-.3214	-.6582	-.3083	.2414	-.1047	.7038

TABLE 4.46
Table showing the Varimax Rotated Factor Matrix of the Upper-Lower SES Group

Variable No.	F A C T O R S						Communality
	1	2	3	4	5	6	
1.	.6717	-.1016	-.0586	.1927	.0092	.2609	.5704
2.	.7098	-.1943	.0137	-.0769	-.0341	-.0197	.5494
3.	.6875	.0658	-.0066	.0460	-.0787	-.2410	.5435
4.	.7894	-.1644	-.1147	.0440	.0221	.0406	.6676
5.	.7352	-.1452	-.1047	-.1575	.1499	-.0763	.6258
6.	-.0594	.7847	.0576	.0153	.0817	.0090	.6297
7.	-.1408	.6978	-.2043	-.1383	-.2401	.1447	.6464
8.	.0477	.7172	.2329	-.0527	-.0385	.0869	.5828

9.	-.1606	.7603	.0604	.0589	.0584	.1323	.6321
10.	-.1777	.6313	.2060	.3334	-.1969	-.0497	.6251
11.	-.1826	.7667	.0651	.0758	.0004	-.0139	.6310
12.	-.1435	-.1036	-.0099	-.5276	-.5645	-.2017	.6694
13.	-.0180	.1180	.6439	.1184	.0733	.0672	.4528
14.	.0187	.0672	.2179	.0084	.8572	.0137	.7875
15.	.052	.0142	.3423	.4420	-.1286	.3822	.4785
16.	.1619	-.0439	-.6367	-.1058	-.3855	.1641	.6204
17.	-.1306	.1894	.5089	-.2688	.1608	.5198	.6803
18.	.0937	.0061	-.6758	-.0736	-.0469	-.0739	.4787
19.	-.0025	-.1059	-.7237	-.0547	.0451	.0735	.5454
20.	.0424	-.1684	.0896	-.2058	-.0505	-.8149	.7473
21.	-.0385	.0463	.1630	.7891	.1026	.0438	.6655

F—Common Variance of the Factors for the Total Pupil—Teacher

TABLE 4.47

Table showing the Common Variance of the Factors for the Total pupil-Teachers

Variable No.	F A C T O R S					Community
	1	2	3	4	5	
1.	.5061	.0078	.0022	.0031	.0593	.6177
2.	.4664	.0181	.0043	.0023	.0009	.4947
3.	.3598	.0081	.0052	.0008	.0775	.5124
4.	.6379	.2309	.0004	.0003	.0189	.6950
5.	.5628	.0202	.0198	.027	.0026	.6414
6.	.0065	.5423	.0015	.0079	.0352	.5957
7.	.0445	.4606	.0006	.0126	.0054	.5326
8.	.0007	.4941	.0232	.0040	.0083	.5309
9.	.0067	.5591	.0132	.0103	.0038	.5972

a

10.	.0309	.4413	.0277	.0002	.0188	.0013	.5202
11.	.0151	.5971	.0038	.0033	.0005	.0039	.6237
12.	.0062	.0001	.0005	.6467	.0013	.0003	.6551
13.	.0038	.0149	.3784	.0128	.0029	.0440	.4568
14.	.0051	.0004	.1245	.1867	.3889	.0088	.7144
15.	.0013	.0005	.0853	.1313	.4603	.0040	.6827
16.	.0046	.0091	.4223	.0637	.0420	.1324	.6741
17.	.0106	.0212	.3554	.0504	.0009	.0014	.4399
18.	.0026	.0112	.3794	.0046	.0011	.0011	.4000
19.	.0014	.0001	.4035	.0095	.0659	.0062	.4866
20.	.0024	.0075	.0153	.4144	.0002	.0535	.4933
21.	.0015	.0014	.0043	.0484	.0099	.7948	.8603
Σx	2.6769	3.246	2.2708	1.616	1.2046	1.1804	12.1947
$\Sigma x/N$	.1275	.1546	.1081	.0770	.0574	.0562	.5808
%	12.75%	15.46%	10.81%	7.7%	5.74%	5.62%	58.08%

Factor 1 has heavy and positive load on adjustment-area variables. Hence it can be named as "Adjustment Factor". Factor 2 bears positive and larger loads in their variables related to attitude area. Thus it can be named "Attitude Factor". Factor 3 column bears larger and positive loads on social and knowledge values and large but negative loads on hedonistic and economic values. This helps to call it "Social Factor". Factor 4 column bears large and positive load on health and aesthetic values, attitude towards pupils and negative as well as large load on religious value and educational adjustment. Thus these help to decide it as "Aesthetic Factor". In Factor 5 column larger and positive loads centre round democratic, knowledge and educational adjustment area with large and negative load on religious and economic values. Hence it may be named as "Citizenship Factor". Lastly in the Factor 7 column positive and larger loads are in knowledge and aesthetic values and attitude towards educational process area and home adjustment area with negative load on religious value. Thus it can be named as "Educational Factor".

The common Variance, which is also known as Eigen Value (Latent root), of the factors of the Total Pupil—Teachers is given in the Table 4.47. The Common Variance or Eigen Value is the sum of squared values of factor loadings relating to a factor. This Value indicates the relative importance of each factor in accordance with a particular set of variables being analysed on seeing the Table 4.47. It is obvious that all the six factors extracted, have a total variance of 58.08 per cent only. It means that all the six factors of the total pupil teachers have only 58.08 per cent of coverage while the rest 41.92 per cent is uncovered.

The factor-wise Common Variance i.e. Eigen Value is given as follows :

Factor	1	—	Adjustment	12.75%
Factor	2	—	Attitude	15.46%
Factor	3	—	Citizenship	10.81%

Factor	4	—	Educational	7.70%
Factor	5	—	Aesthetic	5.74%
Factor	6	—	Social	5.62%
	...		Total	58.08%

The 1st factor has a Common Variance of 12.75%. IInd factor has a Common Variance of 15.46%. The value of IInd factor i.e. Attitude has played a more important role than in the previous analysis of Common Variance. The IIIrd factor has 10.81%. While the rest three factors have the value of 7.70%, 5.74% and 5.62% respectively. The 1st three factors i.e. Adjustment attitude Citizenship have the dominating role over the last three factors i.e. Educational, Aesthetic and Social. The Common Variance of the 1st three factors have a value of 39.02%. While the later three factors cover only 18.06% Value of Common Variance. It clearly indicated the role of 1st three factors. The variance of these six factors is quite low, which also gives a clear picture about the dependence of these factors. The value of each factor is not high hence these six factors have not much dependence on each other. These factors are quite different from each other.

Conclusion and Suggestion

5.1. CONCLUSION OF THE STUDY :

The conclusions that can be derived from the analyses of the preceding chapters are given below. It would be pertinent to take adjustment, attitude and value areas separately except where the correlational inferences are drawn.

A—ADJUSTMENT :

Out of 5 varimax Rotated Factor Matrices, 3 matrices rate adjustment as factor 1 or first order essential factor for success in teaching profession (Tables 4.42, 4.43 and 4.46). In each of these tables, emotional educational and home adjustment loadings are very high. Thus it can be said that sound emotional and educational adjustment help to a great extent in teaching profession. Home, health and social adjustments follow thereafter. However, emotional and educational adjustments have to owe a great deal to home and health adjustment. In these 3 tables, social adjustment secures last place in factor 1. In Tables 4.44 and 4.45 which are related to Middle SES Groups (upper middle and lower middle) adjustment emerges as second factor. Accord-

ing to upper-middle SES group, highest loading is in home area followed by emotional, educational, health and social in sequence. However, lower-middle SES group reflects that highest loading is related to emotional adjustment. It is followed by educational, health, home and social in sequence. The point, where all the Tables (4.42 to 4.46) agree, is that social adjustment which stands in the rear.

(a) **Home :**

In home, upper SES as well as upper middle SES groups have shown good adjustment while lower middle SES and upper lower SES have shown average adjustment. Table 4.4 concerned with total SES group reveals that FPTs have very significantly better adjustment in home than MPTs. Tables 4.7 and 4.16 show that FPTs have slightly better, though not significant, adjustment in home than MPTs of upper SES as well as upper lower SES group. However, Tables 4.10 and 4.13 which are related to upper middle and lower middle SES groups, go to show that female pupil teachers are significantly better adjusted than male pupil teachers of the respective group. The perusal of home rows in Tables 4.19, 4.22 and 4.25 reveals that upper SES group is very significantly better adjusted in home area than upper-lower SES group and significantly better adjusted than both middle SES sub-groups. The home rows of Tables 4.28 and 4.31 show that upper middle SES group is very significantly better adjusted in home than upper-lower SES group. However, upper middle component is significantly better adjusted than lower middle component of SES group. Lower middle SES group and upper lower SES have almost similar adjustment in home area (Table 4.34).

Table 4.37 speaks that home adjustment or mal-adjustment promotes or disrupts emotional, educational and health adjustment very significantly. It does not bear significant relationship with attitudes towards teaching profession, child centred activities, class-room teaching, educational process, pupils and

teachers. The high relationship of home adjustment with power value with respect to pupil teachers of upper SES group claims that upper SES group pupil teachers camouflage their mal-adjustment in home area behind the garb of higher regard for power.

Correlation-matrix in Table 4.38 reveals that upper middle SES group acclaims that improper home adjustment deters due adjustment in other areas of adjustment, this deterioration, in turn, impedes proper formation of attitude towards class-room teaching and teachers to a great extent.

Correlation-matrix of Table 4.39 related to lower middle SES group goes to show that improper home-adjustment induces significantly unhealthy attitudes towards class-room teaching, child centred practices and pupils.

The Correlation-matrix related to upper-lower SES group present in Table 4.40 reveals that home-adjustment is very essential for proper and satisfactory adjustment in health, social emotional and educational areas. It also impairs the adequate religious value. Proper home adjustment plays a conducive role to promote effective economic value.

The correlation-matrix pertaining to total SES group given in Table 4.41 tends to show that adequate and effective adjustment in home affects other adjustment areas accordingly. It helps the individual a great deal to enhance power value. The improper adjustment in home area has deterring effect on attitudes towards class-room teaching, child-centred practices, pupils and teachers to a great extent. The aesthetic value gets marred under the stress of home mal-adjustment.

(h) Health :

The perusal of health adjustment rows in Tables 4.4, 4.7, 4.10 and 4.13 reveals that excepting lower middle SES group where FPTs are slightly better than MPTs in health area, male pupil-

teachers are slightly better, though not significantly adjusted than female pupil teachers. However, in Table 4.16 related to upper lower SES group it is seen that MPTs show very significantly better adjustment than FPTs.

A critical look at the health-rows of Tables 4.19, 4.22 and 4.25 reveals that upper SES group pupil teachers are slightly better adjusted, though not significant, than upper middle, lower middle and upper lower SES groups. Tables 4.28 and 4.31 tell that there exists no significant difference in the health adjustment in upper middle and lower SES groups. Table 4.34 related to lower middle and upper lower SES groups tells the same story that the two SES groups do not differ significantly so far as the health adjustment is concerned. Table 4.37 consisting correlation of upper SES group goes to reveal that health adjustment bears a very high relationship with other areas of adjustment and significant relationship with power value. Adjustment problems in health area infuse feeling of inferiority and lack of adequate self confidence which in turn induce problems in home, education emotions and social setup. The individuals of this group tend to garb their lack of self confidence through esteeming power value high in value system.

According to upper middle SES group, health adjustment produces amicable environment for promoting proper adjustments in home, emotional, educational and social areas and proper development of positive attitudes. This finding is also reflected by the correlation matrix in Table 4.39 related to lower middle SES group. This group further goes to reveal that ill-health hinders to a large extent in the proper growth and progress of knowledge value in the value system.

The correlation matrix in Table 4.40 related to upper SES group suggests to infer that improper health adjustment disturbs the adjustment in other areas to a very great extent. It also produces a deterring effect in the formation of conducive attitudes towards teaching profession, class-room teaching, educational process, pupils and teachers.

The total group wide correlation-matrix in Table 4.41 reveals that defective health adjustment disturbs other adjustments very greatly at the same time it hinders the adequate development of attitude and knowledge value.

(c) Social :

A critical survey of social adjustment rows in Tables 4.4, 4.7, 4.10, 4.13 and 4.16 which are respectively related, to total SES, upper middle SES, Lower middle SES and upper lower SES groups of pupil teachers, reveals that according to total SES as well as upper middle SES group MPTs are very significantly better adjusted in social setup than FPTs, while upper lower SES group MPTs are significantly better adjusted socially than FPTs. However, upper SES and lower middle SES show that MPTs are FPTs are adjusted socially in a similar fashion.

Inter group comparisons in possible pairs reveal that upper SES group shows slightly better adjustment than upper middle SES, lower middle SES and upper lower SES however the differences in social adjustment are not significant (Tables 4.19, 4.22, 4.25). Table 4.28 reveals that lower middle SES group is better adjusted, though not significant, than upper middle SES group. Upper lower SES group is very significantly better adjusted than upper middle SES group (Table 4.31). This upper lower SES group shows better social adjustment, though not significant, than lower middle SES group (Table 4.34).

Regarding correlational inferences with respect to social adjustment correlation—Matrices present in Tables 4.37 to 4.41 shall be helpful. Table 4.37 related to upper SES group reveals that social adjustment affects and is affected significantly by health and educational adjustment problems and power value. The perusal of the table also reveals that religious value, at times, distorts social adjustment. It further reveals that inadequate social adjustment tends to mar (to some extent) attitude towards class-room teaching, educational process, pupils, teachers and values like social, democratic, aesthetic, knowledge and

health in value system. Upper middle SES group vide Table 4.38 expresses that proper social adjustment is dependent on other adjustments and social adjustments, problem deters the promotion of attitudes towards teaching profession, class-room teaching, teachers and pupils to a large extent.

Lower middle SES group, according to Table 4.39, expresses that ill health, emotional and educational problems present in an individual tend to disturb its social adjustment to a significant level.

It further suggests that improper social adjustment impedes the progress of knowledge and health value to great extent and disturbs the proper formation and infusion of attitude towards teaching profession, class-room teaching and child-centred practices. Upper lower SES group reflects through Table 4.40 that proper social adjustment helps to adjust the individual in home, health, emotional and educational fields to a great extent and in turn it seeks help from proper adjustment in other adjustment areas for its fuller development.

The total SES sample reveals (Table 4.41) that amicable adjustment in social context finds and lends significantly ample support from and to home, health, emotional and educational adjustments. Social adjustment problems hinder the proper growth and favourable attitude towards teaching profession, teacher, class-room teaching, educational process and pupils.

(d) Emotional :

The perusal of the emotional adjustment rows of Tables 4. 4, 4.7, 4.10, 4.13 and 4.16 are giving sex difference aspects in total SES, upper SES, upper middle SES, lower middle SES and upper-lower SES groups respectively. One point pervading in all the tables is that MPTs show better emotional adjustment than FPTs. However, in total and upper-middle SES groups better emotional adjustment in favour of MPTs has emerged out to be very significant.

Inter group comparison in relation to emotional adjustment having upper SES group as pivot while comparing with upper-middle lower middle and upper-lower SES groups given in Tables 4.19, 4.22 and 4.25 reveals that upper SES group is emotionally better adjusted though not significant, than other SES groups. In Table 4.28 and 4.31 upper middle SES group is taken as pivot. The perusal of the emotional adjustment data reveals that upper middle SES group shown greater emotional disturbance, though not significant, than lower middle SES group as well as upper lower SES group. Table 4.34 shows that upper-lower SES group is slightly better adjusted than lower-middle SES group, however, the difference is not significant. In short it can be mentioned that Middle SES groups suffer more with emotional maladjustment than upper SES groups and upper lower SES groups.

Regarding correlational inferences with respect to emotional adjustment of upper SES group Table 4.37 reveals that emotional adjustment affects and is affected by health, educational and home adjustments. It further goes to show that emotional adjustment problems affect the attitude mildly in adverse direction and power-value in the value system significantly enhances emotional problems which in turn accelerates power value to garb the shortcomings. Upper-middle SES group, vide Table 4.38 tends to reveal that emotional adjustment affects and is affected by, to a very great extent, home, health, social and educational adjustment. It stands as a stumbling block in proper growth of attitude towards teaching profession, class-room teaching, child-centred practices, pupil teachers and educational process. It also goes to show that inadequate emotional adjustment hinders to a large extent the proper upgrowth of democratic and health values. Table 4.39 pertaining to lower middle SES group Correlation Matrix reveals that emotional mal-adjustment causes very significant upset in adjustment in home, health, social and educational areas. Attitude towards class-room teaching is greatly hampered due to emotional set backs. Emotional set-back disrupts proper procurement of

knowledge value. Table 4.40 related to upper lower SES group tends to reveal that emotional adjustment problems affect adversely other adjustments and hedonistic value. It further goes to show that emotional set-back infuses disrupting effect on the proper functioning of attitude. Total SES group through correlation-matrix in Table 4.41 shows that emotional impaired adjustment adversely affects adjustment in home, health, social and educational areas and proper functioning and development of adequate attitude towards class-room teaching, pupils, teachers, teaching profession, educational process and child-centred practices.

(e) Educational :

The perusal of educational adjustment components in sex difference Tables i.e. 4.4, 4.7, 4.10, 4.13 and 4.16 goes to show that MPTs and FPTs do not differ significantly in educational adjustment. However, Table 4.13 and 4.16 reveal that FPTs show a slightly better educational adjustment than MPTs while in the first three Tables (4.4, 4.7 and 4.10) MPTs have shown better adjustment.

As regards inter group comparison in educational adjustment the Tables 4.19, 4.22 and 4.25 reveal that upper SES group shows significantly better educational adjustment than upper middle SES, lower middle SES and upper lower SES groups. Table 4.28 and 4.31 go to show that upper middle SES group shows slightly better, though not significant, adjustment than lower middle and upper lower SES groups. Table 4.34 reveals that upper lower SES group and lower middle SES group show almost similar educational adjustment.

Correlational inferences which emerge out of correlation matrices are as follows. Upper SES supports that those who have poorer educational adjustment tend to garb it behind their self assertion. Upper middle SES group is of the opinion that sound adjustment in home, health, social and emotional areas has significant impact on educational adjustment. Inadequate educational adjustment infuses lack of confidence at negative sentiments to-

wards class-room teaching, teaching profession, child-centred practices, educational process, pupils and teachers. It further reveals that higher hedonistic value tends to lower down educational value and adjustment which in turn hampers democratic value. Lower middle SES group holds that proper educational adjustment tries to make proper adjustments in other area and produces amicable attitude and lower hedonistic and religious values. The upper lower SES group says that educational adjustment affects and is affected to a very great extent by adjustments in other areas. It further goes to hold that inadequate educational adjustment affects adversely the proper functioning of attitude and knowledge value, however it promotes hedonistic values. Lastly the total SES group holds the opinion that this adjustment tends to help very significantly the adjustment in other areas. Improper educational adjustment impairs sound attitudes and knowledge value.

B—Attitude :

Attitude factor acquires first place in Tables 4.44 and 4.45 and second place in 4.42, 4.43 and 4.46. As per loading vide Table 4.44 attitude towards teachers ranks first followed by educational process, teaching profession, child-centred practices, class-room teaching and pupils in the rear. Lower middle group ranks as follows—educational process, teaching profession, teachers, child-centred practices, class-room teaching and pupils in the rear. Total pupil teachers rate attitude towards teachers at the top and pupils in the rear most. Upper SES pupil teachers rank attitude towards pupils first and class-room teaching last. The upper lower SES group ranks attitude towards teaching profession first and pupils in the last.

Tables 4.5, 4.8, 4.11, 4.14 and 4.17 show sex-difference variations regarding attitude as expressed, by total upper, upper middle, lower middle and upper lower SES groups respectively. Total SES group holds that MPTs have very significantly greater attitude teaching profession than FPTs. On other attitudinal areas MPTs and FPTs have shown almost similar and average

degree attitude. Upper middle SES group has the same story to tell. Upper SES and lower middle SES groups show that MPTs have slightly better, though not significant, attitude towards teaching profession than FPTs. While MPTs and FPTs show almost similar pattern of attitude in other areas. Upper lower SES group shows that MPTs show very significantly better attitude towards teaching profession than FPTs. MPTs bear significantly better attitude towards pupils and educational process than FPTs. In other areas of attitude MPTs show better but not significant edge, over FPTs.

As regards inter-group comparisons (vide Tables 4.20, 4.23 and 4.26) upper SES group shows similarity with upper middle, SES and upper-lower SES groups in their attitude pattern. However, upper SES group shows significantly better attitude towards class-room teaching than lower middle SES pupil-teachers. These two groups have almost similar attitude pattern in other areas of attitudes. Tables 4.29, 4.32 and 4.35 show that inter-group variations are slight and not significant in attitude pattern.

Correlational inferences which emerge out of correlation matrices (vide Tables 4.37, 4.38, 4.39, 4.40 and 4.41) are given below :

(f) Teaching Profession :

Upper SES group shows that one who has favourable attitude towards teaching profession, bears favourable attitude towards teachers, pupils and educational process. Hedonistic value affects its adequate functioning adversely. Upper middle group holds that attitude towards this profession is greatly promoted by health, social, emotional and educational adjustment and in turn has very significantly positive impact on attitude towards class-room teaching, child-centred practices, educational process, pupils and teachers. Lower middle SES group in the comments. However, it further adds that higher level of economic value lowers this attitude. Upper lower SES group also expresses the same view point. Total SES group holds that proper attitude towards tea-

ching profession can be acquired through knowledge and social values and adequate adjustment in home, health, social emotional and educational areas along with positive attitude towards teachers.

(g) Class-room Teaching :

Upper SES group holds that favourable attitude towards child-centred practices and teachers promote conducive attitude towards class-room teaching. Total SES group reveals that amicable adjustment in home, health, social, emotional and educational areas, adequate knowledge value alongwith conducive attitude towards teachers profession, educational process, child-centred practices and pupils have the key-role to promote adequate attitude towards class-room teaching. High economic value tends to lower down this attitude. Upper middle SES group holds that proper adjustment in adjustment areas and knowledge value accelerate the proper and favourable attitude towards class-room teaching. It further says that all attitude variables are interwoven and substantially alter its up growth, lower middle as well as upper lower SES group express the above view point.

(h) Child-Centred Practices :

The total SES group in Table 4.41 reveals that for proper and conducive upbringing of attitude towards the child-centred practices, one should foster adequate adjustment in home, health, emotional and educational areas and high regard for social knowledge and aesthetic values and cater for proper and favourable attitude towards teaching profession, teachers, class-room teaching, educational process and pupils while curtailing the undue weightage attached to economic, hedonistic, power and family prestige values in value system. All other SES sub-groups are in accordance with the above statement.

(i) Educational Process :

The total SES group holds that for proping conducive attitude towards educational process (study habits reasoning etc.)

one should foster proper and adequate adjustments in health, social, emotional, educational and home areas, hold high regard for knowledge, social and aesthetic values, cater for favourable attitudes towards child centred practices, teachers, pupils, class-room teaching and teaching profession and curtail the over weightage to economic, hedonistic, power and family prestige values in the value system. Other SES sub-groups agree with the above statement.

(j) Pupils :

Total SES group reveals that adequate adjustment in adjustment areas with favourable attitude towards teachers, educational process, child-centred practices, teaching profession and class-room teaching and high regards for knowledge, social and aesthetic values promote adequate level of attitude towards pupils. However, one should, of course, clip off the over-riding weightage on economic, hedonistic and power values. Other SES sub-groups do not add something more substantial.

(k) Teachers:

Total SES group concludes that in order to instil amicable and favourable attitude towards teachers, one should tone down the hedonistic and economic values and hold high regards for knowledge and social values while catering for proper adjustments in home, health, educational, social and emotional areas with conducive attitude towards the profession, class-room teaching, pupils, child-centred practices and educational processes. Other SES sub-groups concord the above statement.

C—VALUES :

Much has been said about the values while discussing adjustment and attitude aspects of the study. However, knowledge, health, democratic, aesthetic and social values fall in positive side while hedonistic, power, family-prestige and economic values have to be kept in the negative side in relation to teachers' occupation.

The Varimax Rotated Factor-matrix related to total sample names and places "Citizenship Factor" in the third place. Fourth, fifth, sixth and seventh places are occupied by Educational Factor, Aesthetic Factor, Social Factor and Health Factor. However it claims that health factor in an essentiality for all the occupations.

Upper Socio-economic status group places religious, classroom interaction, family prestige, economic and health factor in places third to seventh respectively. While upper middle SES group ranks third to sixth factors as follows ; social, citizenship, health and aesthetic, Lower middle SES group puts citizenship, family prestige, hedonistic, educational and religious factors in third to seventh places. Lower SES group ranks social, aesthetic, citizenship and educational factors as third to sixth.

Citizenship factor includes democratic value, social value, knowledge value and aesthetic value, adequate child-centred practices and conducive attitude towards children. Educational factor includes democratic, aesthetic, knowledge economic value devoid of family prestige value and religious value. Aesthetic factor includes aesthetic and economic values. Social factor includes social adjustment, social values, and family prestige value.

Tables 4.6, 4.9, 4.12, 4.15 and 4.18 give the sex difference effect in value-variable as reflected by total SES, upper SES, upper middle SES, lower middle SES and upper lower SES groups. Total SES group claims that FPTs show very significant higher regards to aesthetic and economic values and significantly higher to democratic value than MPTs. Whereas MPTs hold very significantly higher regards to hedonistic, health and power values and significantly higher regard to religious value than FPTs. Upper SES group reveals that FPTs out class MPTs significantly in democratic value. Other mean differences are not significant. However, MPTs have slight edge over FPTs in hedonistic and family prestige values. Excepting the religious value variable upper middle SES group expresses almost the

same statement as total SES group, lower-middle SES group states that FPTs have significantly higher regard for economic value and MPTs show significantly higher regard to knowledge value. As expressed by upper lower SES group MPTs outclass, though not significantly, FPTs in hedonistic value. Other mean differences do not emerge significant.

Inter group differences pertaining to value-variables are given in Tables 4.21, 4.24, 4.27, 4.30, 4.33 and 4.36. Tables 4.21, 4.24 and 4.27 compare upper SES with upper-middle, lower-middle and upper-lower SES groups respectively. The perusal of Table 4.21 reveals that upper middle SES group has very significantly higher regards for religious value and significantly higher regard for health value whereas upper SES group holds aesthetic value higher (significant) than upper-middle SES group. Table 4.24 reveals that lower-middle SES group has very significantly higher regard for religious, health and hedonistic values than upper SES group, whereas upper SES group out-classes lower middle SES group very significantly at aesthetic value and significantly at economic value. Table 4.27 informs that upper-lower SES group outclasses upper SES very significantly in religious value and significantly in health value while in aesthetic value it is very significantly outclassed by upper SES group. Upper-middle SES group very significantly outclasses lower-middle SES group in aesthetic value however it is very significantly out-classed by lower-middle SES group. (Table 4.30). Upper-middle SES group has very significantly higher regards for aesthetic and knowledge values than upper-lower SES group. However, in power and religious values, upper-lower SES group shows significantly higher mean value (Table 4.33). Table 4.36 reveals that upper-lower SES group outclasses lower-middle SES group significantly in power value.

Correlational inferences, which emerge out of correlation-matrices (vide Tables 4.37 to 4.41) are as under :

(l) Religious Value :

Total SES group claims that family prestige value which in turn snatches away the desired weightage on positive values like democratic, knowledge, health, social and aesthetic for its infatuation. Upper SES group adds that aesthetic value adversely affects the religious value. Upper middle SES group states as mentioned by total SES group. Lower middle SES group mentions that high economic, health, democratic and aesthetic values alongwith impaired educational adjustment tend to lower down significantly the religious value in the value system. Upper-lower SES group reveals that adequate adjustment in home fosters religious value. However, over-regard for religious value has a deterring effect on social, democratic, knowledge and health values to a large extent.

(m) Social Value :

Total SES group reveals that hedonistic, economic, power, religious and family prestige values cripple adequate formation of social value whereas democratic and knowledge values alongwith favourable and conducive attitude towards teaching profession, child-centred practices, educational process, pupil and teachers foster its maintenance. Upper SES and middle SES groups agree with the above statement. Upper lower SES group adds that over-weightage on economic, hedonistic and power value definitely hamper its due growth in the value system.

(n) Democratic Value :

Regarding democratic value, the total SES group claims it a positive value and reveals that democratic and social values go in hand and require the support of amicable emotional adjustment. For its fuller and effective development, hedonistic, power and family prestige values have to be toned down to a great extent. While agreeing with the above statement upper SES group adds that amicable adjustment in home, health, social and educational areas accelerates its adequate functioning. All other SES sub-groups emphasize the statement by total SES group.

(o) Aesthetic Value :

The total SES group mentions that for fuller and effective upgrowth of aesthetic, religious, hedonistic, family-prestige and power values should be toned down and knowledge and health values be toned up. It further adds that adequate home and educational adjustments and conducive attitude towards child-centred practices, educational process and pupils help in proper upgrowth of aesthetic value. Other SES sub-groups do not deviate significantly with the above statement.

(p) Economic Value :

Total SES reveals about economic value that it is a negative value in relation to this profession. However, hedonistic and power values have a propping support to it. In turn it retards amicable growth of knowledge, health, social, democratic and aesthetic values and quite adversely affects adequate attitudes and healthy adjustments. Upper SES, upper middle SES, lower-middle SES and upper lower SES groups tell the abovementioned tale.

(q) Knowledge Value :

It is a positive value. Total SES group mentions that adequate knowledge value finds valuable support by social democratic and aesthetic values and proper adjustment in emotional, educational and health areas. Hedonistic, power and family prestige values have to be toned down to let knowledge value acquire its proper place in value system. Upper SES Group has added that infatuated religious value impedes its upgrowth. All the rest SES sub-groups do not deviate significantly from the abovementioned conclusion.

(r) Hedonistic Value :

Since it refers to the desirability of loving pleasure and avoiding pain, it is, in a sense, a negative value in teaching profession. Total SES group holds with adequate evidences that economic and

power values help it to gain strength and proper educational adjustment, conducive attitude towards child-centred activities, educational process, pupils and teachers, social, democratic, aesthetic, knowledge and health values slow down its extra growth. If left unbridled it drowns the positive values and deters attitudes and adjustments in social, emotional, health and home areas. Similar conclusions are found from SES subgroups.

(s) Power Value :

This value emerges as a negative value for this type of profession. Total SES group sums up that power value finds ample and effective support from economic and hedonistic values. Its toned-up high regard creates very significant problems in home adjustment. It disturbs and disrupts conducive attitude towards child-centred practices, educational process and pupils and proper balance of values like knowledge social, democratic, aesthetic and health in value-system. SES sub-groups hold the similar version.

(t) Family Prestige Value :

The total SES group reveals (Table 4.41) that family prestige and religious values go hand in hand and extend support to each other. It produces dysfunction affect on health, knowledge, social democratic and aesthetic values to a large extent. It tends to deter the favourable attitude towards child-centred practices and educational process to a great extent. Upper SES group further adds that it instils religious value to some extent. The conclusions of other sub-groups are enveloped in the above statement.

(u) Health Value :

Total SES group mentions that proper social and educational adjustment with amicably favourable attitudes towards child-centred practices, educational process and toned up aesthetic value prop adequate health value. It finds disrupting and deterring blows from infatuated hedonistic, family-prestige, economic, power and religious wings of value system. All the SES sub-groups speak in accordance with the above statement.

5.2—Findings of the Study:

The following factors emerged out of factor analysis of 5 adjustment, 6 attitude and 10 value variable correlation matrices in order of merit:

1. Adjustment Factor.
2. Attitude Factor.
3. Citizenship Factor.
4. Aesthetic Factor.
5. Health Factor.
6. Hedonistic Factor.

Out of these factors, adjustment, health and citizenship factors are must for almost all the professions. Hedonistic factor shall always play a subversive role. It might distort normal adjustment and attitudes and hinder adequate growth and functioning of positive values like democratic, social, health, knowledge and aesthetic. Attitude factor will include different constituent-variables (components) with changing profession.

All the six factors of the total pupil teachers have been covered with 58.08% of common variance. The first three factors i.e. adjustment, attitude and citizenship play a more important role than the later factors i.e. educational, aesthetic and social.

In the present study, the teaching profession is included. Adjustment components as well as attitude components are interwoven among themselves. Any alteration in one adjustment area alters other adjustment areas. Similarly change in one favourable attitude causes promoting or deterring effect in the conduciveness of other components of attitude. In citizenship factor, the value variables having promoting aspect are democratic, social, health knowledge and a little of aesthetic values while the hedonistic, family-prestige, power and religious values have some demoting affect on the citizenship factor.

In the adjustment area emotional adjustment finds front seat, in its rear seats are educational adjustment, home adjustment, health and social adjustment respectively. Although emotional adjustment is an interactional off-spring of home adjustment yet it manages to occupy the prominent place in the adjustment set up.

In attitude area, attitude towards teachers, finds the front seat. It seems to be guided by

गुरुर्ब्रह्मा गुरु विष्णु गुरु हदेवो महेश्वरः ।

or

बलिहारी गुरु आपने, गोविन्द दियो बताय ॥

In the Indian set up. It is followed by attitude towards educational process, teaching profession, child-centred practices, classroom teaching and pupils respectively.

In value areas positive values which are conducive for effective teaching is democratic (unbiased behaviour pattern), knowledge (readiness to learn), social (to behave within social norms), health (sound mind in a sound body) and aesthetic (to accept and do good rather than bad) values. On the other hand over riding hedonistic, power, economic, family prestige and religious values lower down the efficiency of effective teaching.

A—ADJUSTMENT:

(a) Home:

(i) Sex Difference Effect—

In total SES group, female pupil teachers are very significantly better adjusted than male pupil teachers. Similar statement holds good in both middle SES sub-Groups.

(ii) SES Group Difference Effect—

Upper SES group is very significantly better adjusted than upper-lower SES group and significantly better adjusted than upper-middle and lower-middle SES groups in home area. Upper middle SES group shows

very significantly better adjustment in home than upper lower SES group. Upper-middle SES group also shows significant and better adjustment than lower-middle SES group. However, lower-middle SES group does not show significantly better adjustment in home than upper lower SES group.

(iii) *Correlational Inferences—*

Total SES group longwith its sub-groups reveals that adequate and effective adjustment in home promotes better adjustment in emotional, educational, health and social areas and inculcates conducive attitude towards class-room teaching, child-centred practices, pupils and teachers to a significant level.

(b) Health :

(i) *Sex Difference Effect—*

In lower-middle SES group, FPTs show slightly better adjustment than MPTs. In upper-lower SES group, MPTs show very significantly better adjustment in health area than FPTs. In rest of the sub-groups and in total SES group, MPTs are slightly better adjusted, though not significant, than FPTs.

(ii) *Group Difference Effect—*

In health adjustment, none of the groups has shown significant difference.

(iii) *Correlational Inferences—*

Total SES as well as its sub-groups reveal thal defective health adjustment disturbs adjustment in other areas to a great and significant extent. It also hinders adequate development of knowledge value and attitudes towards the profession, the teachers, taughts and educational process.

(c) Social:**(i) Sex Difference Effect—**

Total SES as well as upper-middle SES group reveals that MPTs (male-pupil teachers) are very significantly better adjusted than FPTs in social context. While in upper-lower SES group, MPTs are better adjusted than FPTs to a significant extent. However, in upper SES and lower middle SES groups, MPTs and FPTs do not differ significantly.

(ii) Group Difference Effect—

Upper SES group shows slightly better adjustment than upper middle SES lower middle SES and upper lower SES groups. However, none of the differences emerge out significant. Upper-lower SES groups shows very significantly better adjustment in social context than upper-middle SES group. Other differences fail to achieve significant standard.

(iii) Correlation Inferences —

Total SES as well as SES sub-groups hold that amicable adjustment in social context finds and lends significantly ample support from and to home, health, emotional and educational adjustments. Improper social adjustment hinders effective and favourable attitude towards teaching profession, teachers, class-room teaching, educational process and pupils. It promotes proper upgrowth of democratic, knowledge, aesthetic and health values significantly.

(d) Emotional:**(i) Sex Difference Effect—**

In total SES and upper-middle SES group MPTs show very significantly better emotional adjustment than female pupil-teachers. In other sub-groups too, MPTs are better adjusted, though not significant, than FPTs.

(ii) *Group Difference Effect—*

Mean-differences do occur in various sub-group combinations but none of them could emerge out significant. In short, however, it may be mentioned that middle SES groups are less adjusted than upper SES group as well as upper-lower SES group.

(iii) *Correlational Inferences—*

Correlational in the study concerning emotional adjustment reveal that impaired emotional adjustment adversely affects home, health, social and educational adjustments. It also retards proper functioning and adequate development attitudes conducive for effective teaching. Emotional set back disrupts significantly proper procurement of knowledge value.

(e) **Educational:**

(i) *Sex Difference Effect—*

In lower-middle and upper-lower SES groups, FPTs show slightly better educational adjustment than MPTs while total SES, upper SES and upper-middle SES groups, MPTs show better adjustment than FPTs. However none of the differences in educational adjustment emerges significant.

(ii) *Group Difference Effect:*

Upper SES group shows significantly better educational adjustment than upper-middle, lower-middle and upper-lower SES groups. Upper SES group shows better but not significant educational adjustment than lower-middle and upper-lower SES groups do not differ significantly.

(iii) *Correlational Inferences:*

Summarily, it can be stated that adequate educational adjustment tends to help very significantly the adjust-

ment in other areas. Improper educational adjustment impairs sound attitudes and knowledge value significantly.

B—ATTITUDE:

(f) Teaching Profession:

(i) Sex Difference Effect—

Total SES group shows that MPTs have very significantly favourable attitude towards this profession than FPTs. Upper-lower SES group reveals that MPTs show very significantly favourable attitude towards teaching profession. In other sub-groups, the emerged mean differences are not significant.

(ii) Group Difference Effect—

As regards attitude towards teaching profession all SES group-combinations fail to show any significant difference.

(iii) Correlational Inferences—

Total SES group alongwith sub-groups tend to reveal that favourable attitude towards teaching profession can be acquired through knowledge and social values supported by adequate adjustments alongwith favourable attitude towards teachers.

(g) Class-room Teaching :

(i) Sex Difference—

No significant inferences emerge out.

(ii) Group Difference Effect—

Upper SES group shows significantly more favourable attitude towards class-room teaching than lower-middle SES group. Mean-differences in other group-combinations do not emerge out significant.

(iii) *Correlational Inferences—*

It is revealed that adequate adjustment in home, health, social, emotional and educational areas, adequate knowledge value alongwith conducive attitude towards teachers, teaching profession, educational process, child-centred practices and pupils definitely play key role to promote amicable attitude towards class-room teaching.

(h) **Child-Centred Practices:**

(i) *Sex Difference Effect—*

No significant mean differences emerge out in sex variables in any SES groups.

(ii) *Group Difference Effect—*

No difference is seen in any of the group combinations.

(iii) *Correlational Inferences—*

Total SES as well as its sub-groups state that for proper and conducive upbringing of attitude towards child-centred practices, one should foster adequate adjustments and high regards for social, knowledge and aesthetic values and cater for proper favourable curtailing undue weightage attached to economic, power, hedonistic, family-prestige values in the value system.

(i) **Educational Process :**

(i) *Sex Difference Effect—*

In upper lower SES-group, MPTs have shown significantly better attitude towards educational process than FPTs. In other SES groups no remarkable difference is visible.

(ii) *Group Difference Effect—*

Nothing specific exists in group-combination mean differences whatsoever.

(iii) *Correlational Inferences—*

Adequate adjustments, high regard for knowledge, social and aesthetic values and favourable attitude in other attitude components facilitate proper upbringing of attitude towards educational process to a significant extent. Negative values like economic, hedonistic, power and family prestige when overweighed in the value system bear a deterring effect on attitude towards educational process.

(j) **Pupils:**(i) *Sex Difference Effect—*

Only in upper-lower SES group, MPTs bear very significantly higher attitude towards pupils than female pupil-teachers. In other SES groups no distinct and significant mean difference exists.

(ii) *Group Difference Effect—*

All the SES sub-groups with slight mean differences tend to similar attitude towards pupils.

(iii) *Correlational Inferences—*

It is revealed that proper adjustments in all the areas, favourable attitude towards other attitude components, high regard for social, knowledge and aesthetic values and curtailment of over-weights already placed upon hedonistic, power and economic values promote desirable attitude towards pupils which are necessary components of teaching.

(k) **Teacher:***Sex-Difference Effect—*

None of the groups shows significant difference in attitude towards teachers with respect to sex difference aspect.

(iii) *Group Difference Effect—*

All the group-combinations fail to show any significant difference in the attitude towards teachers.

(iii) *Correlational Inferences—*

It is revealed that proper adjustments in adjustment components, amicable attitude towards other attitude components, higher weightage attached to positive values and lowering down negative values promote adequate level of conducive attitude towards teachers.

C—VALUES:

Upper SES group attaches more importance to power and aesthetic values than knowledge value. It has significantly high regard for family prestige value.

Total SES group claims that democratic, social, knowledge, health and aesthetic values are the plus points for effective teaching while hedonistic, power, family-prestige, economic and religious values in infatuated state hinder in effective teaching. Adequate adjustments in home, health, social, emotional and educational areas and conducive favourable attitude towards teachers, pupils, child-centred practices, educational process and teaching profession significantly induce positive values and lower negative values in teachers in the making.

5.3—EDUCATIONAL IMPLICATIONS :

The inferences of this study have their usability for (1) teachers-in-the-making (2) Selector and (3) field-psychologists.

(1) This study points out in order to become an efficient teacher, one must inculcate positive values, cater for adequate adjustment in home, health, social, emotional and educational areas and foster favourable attitude towards teachers, teaching

profession, child-centred practices, class-room teaching, educational process and pupils while lowering the tempo of negative values in the value system and to achieve positive goals some sacrifices have to be made.

(2) Teacher-training College can use the findings of this study to include adjustment items, attitude test and positive value items to make a selection battery for choosing willing-would-be teachers. The test-battery constructor should keep in mind to include negative value items, however in scoring they have to deduct their scores from the aggregate.

(3) Field psychologists can make teacher job profiles and help the training college selection in effective, efficient and impartial selection of pupil teachers.

5.4—SUGGESTIONS FOR FURTHER RESEARCHES :

In fact, the research in the field of teacher education specially in pupil teachers, both in India and abroad has so far been quite nominal. Sukhia et.al. (1966) rightly pointed out that "a comparatively new but productive field of education, teacher-education is open to many kinds of researches". Buch also indicated that the research conducted in the field of teacher education are few and negligible. Similarly, Turner in 1975 has observed that "inspite of recent improvements in research in the field, the amount of dependable information available compared to the most needed to formulate more effective policies and practices in teacher education is miniscule." The Commonwealth report (1974) recommended, "an action-oriented research, possibly on an inter-disciplinary, international basis into the role of the teacher education, the knowledge and skills required to carry out his role, and the best means for providing him with these attributes."

The above observations show that qualitative researches in teacher education need to be undertaken on a much larger scale than what it is now. Since the teacher educator is one of the

most important components in the programme of teacher education. Research on the status of variables affecting his performance is of great importance. The following are some of the suggested problems based on the findings of this study which need more attention and further investigation in the field.

This study is a cross-sectional study based on pupil-teachers under training of Eastern Uttar Pradesh. Similar study can be taken in other Zones of U. P. However, the size of the sample has to be enlarged so as to comprise at least 30 males as well as 30 females even in upper and lower socio-economic groups. Male and female cases may be taken almost equal in number. Such study can also be taken up on medical as well as engineering entrants to study the inter-relationship of values, adjustment and professional attitude at various levels of socio-economic status. If the researchers want depth in study with other sophisticated tools alongwith individual test, the number of cases in the sample can be minimized.

This study was conducted in ten colleges of five different districts of Avadh University, Faizabad only. The study, therefore, cannot claim to have comprehensiveness. Its conclusions may not be universally valid. This is however, a beginning and the results hold a promise for a more comprehensive and generalized investigation into the teachers and pupil teachers' value-patterns with some other variables emerging in new democratic India.

The study has been the relationship among the 21 variables (5 adjustment, 6 attitude, and 10 value variables) and factorized the matrices to name out the essential factors conducive for an effective teacher to interact in class-room while seeking positive outcome. Other researchers may strive for the differences in relationships and their levels of significance to ascertain the degree of usability and efficacy of different variables.

● A similar longitudinal study may be done to see the change in attitudes and values when the subjects have interred in the

teaching profession. The psychological changes in the environment may play a role in alterations. Or, a follow-up study can also be taken up to thrash out the validity which in turn shall hint us to make a selection-test-battery to screen out properly adjusted having conducive values and attitudes personnel for teaching profession. Intelligence and achievement factors can also be included in the study.

The present study was conducted under certain limitations. It is therefore, suggested that this research work may be extended and carried out on a larger sample other than studied in the present study. The validation of the emergence of relations may be done for teachers and pupil teachers by correlating the results of this study with some other studies. Same type of studies may be conducted in other states of our country and a comparison and validation of results may be made.

The cross cultural studies of values, adjustment and attitude towards their profession may be carried out in different countries through the same tool, in modified and adapted form, according to the need.

This study may be carried out by the other researchers with the modification that all the tools may be prepared and properly standardized then will be employed to the further study on the large sample in different parts of the country.

In the present study, the values, adjustment and attitude were studied in relation to the teachers' sex and the various strata on the basis of Socio-economic status and other variables. An attempt was not made to verify these variables from any standardized record. Therefore, the studies on values may be taken in relation to well established, observed and recorded background variables of teachers. Further researches can be planned and conducted to discover the relationship between value and vocational preference, entry and success or satisfaction in the profession.

Impact of these variables and some other variables on performance of pupil teachers may be studied under Indian conditions.

Factors which increase professional interests of teacher educators need to be identified and promoted in them.

Effect of attitude and values of teacher educators on the attitude of pupil-teachers may also be studied.

Relationship may be established or determined between these variables and effectiveness of the teacher education programmes in the country.

It is hoped that this study will encourage other scholars and researchers to undertake further researches and follow-up work in this area of teacher education.

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